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ABSTRACT

The final report of the Health, Education, and Welfare (HEW) Region II Adult and Continuing Education Staff Development Project, administered by Montclair State College, synthesizes the project's efforts for regionalization of staff development for New Jersey, New York, Puerto Rico, and the Virgin Islands. Chapter 1 covers administrative structure, with the Coordinating Council as the key element and equal partnership granted to State directors of adult education and project staff. Chapter 2 covers regional project office activities, which have been categorized under: regional training, technical assistance, information sharing/dissemination, and coordination. The next four chapters describe the staff development activities of New Jersey, New York, Puerto Rico, and the Virgin Islands, in terms of objectives, major results, and recommendations. A concluding chapter summarizes the overall project impact: increased commitment to ongoing staff development by the State departments, improved system of intra-regional communication, a recognized leadership role in competency-based teacher education as applied to adult basic education, increase in staff development staff in Puerto Rico and the Virgin Islands, and increased cooperation between New Jersey and Puerto Rico in expanding and establishing adult education graduate programs. (EA)

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FINAL REPORT
1972 - 1975

HEW REGION II STAFF DEVELOPMENT PROJECT

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The opinions expressed in this report do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

PREFACE

In 1971 Montclair State College was identified by the four states in Region II (New Jersey, New York, Puerto Rico and the Virgin Islands) as their choice to serve as the grantee for the HEW Region II Staff Development Project. The Project began officially April 1, 1972 and terminated on September 30, 1975.

This Final Report will attempt to synthesize the Project's efforts during these three and one-half years. It will also suggest some of the limitations that were inherent in any plan for regionalization of staff development in terms of both USOE - state department perceptions of need and what had to be accomplished, and state to state perceptions of need and what had to be accomplished.

This Final Report has been organized in the following manner: Chapter I - Administrative Structure; Chapter II - Regional Project Office Activities; Chapter III - VI - Reports from each of the four states and Chapter VII - Conclusions and Recommendations.

A final note about this Report. Because a number of reports have already been submitted to USOE regarding this Project, no attempt will be made to repeat at length descriptions of first and second year activities, third party evaluations or special reports. All reports previously submitted are available through the ERIC system.

We would like to express our appreciation to a number of individuals who were intimately involved at various stages in this Project.

To the USOE: Mr. Paul Delker, Mr. Jim Parker, Mr. Bayard Clark,
Mrs. Merle Little Sprow

To the Regional Office: Dr. Grace Hewell, Commissioner Robert Seitzer,
Dr. Charles O'Connor, Mrs. Barbara Brandon

To New Jersey: Maggie Falcone, George Snow, Bruno Ciccariello

To New York: Mr. Neil Carr, Ms. Lois Matheson, Dr. Mary Reiss

To Puerto Rico: Dr. Ramon Cruz, Mr. Evaristo Eleutice, Mrs. Carmen Morales

To Virgin Islands: Dr. Gwendolyn Kean, Mr. Daniel Merenda, Miss Anna Connor

In addition, there are many others both past and present, too numerous to mention individually, from local programs, public and private organizations and institutions of higher education who have worked with us. They, too, deserve our appreciation for their contributions to the Project's achievements.

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CHAPTER I

ADMINISTRATIVE STRUCTURE

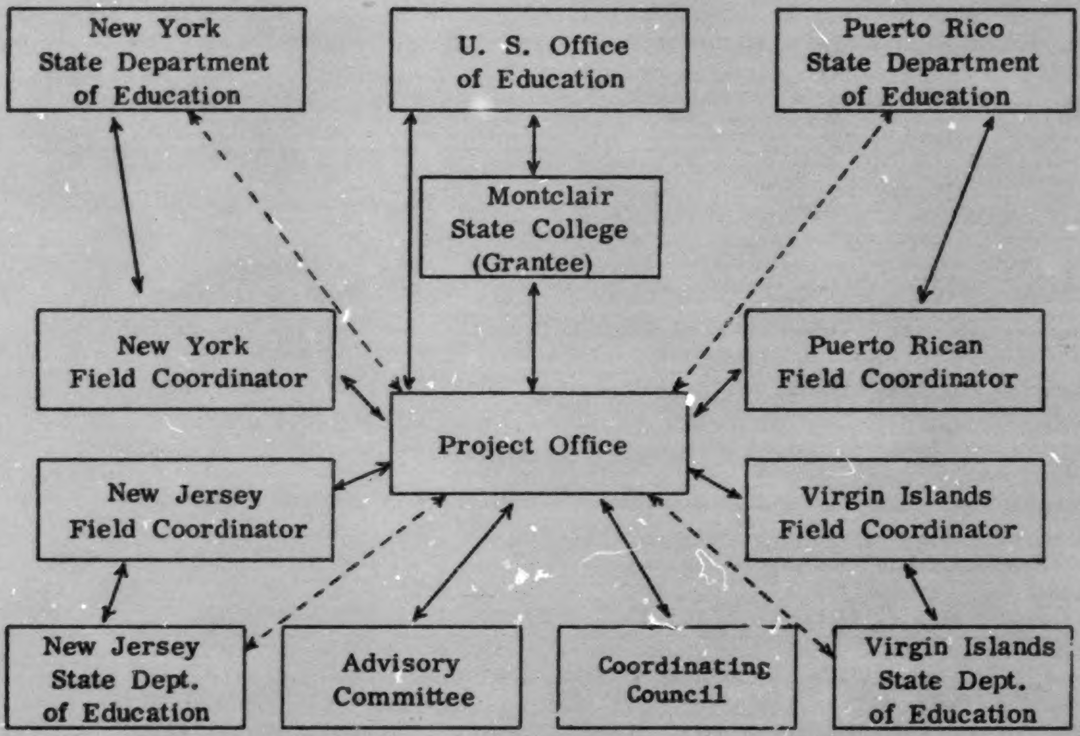
The HEW Region II Staff Development Project (hereafter referred to as the Project) staff and the four participating states in Region II agreed that the success of such a project in a large and diversified region required a smoothly functioning administrative structure. Inasmuch as the Project was founded on the premise that systems techniques and principles were useful guides in establishing and maintaining staff development activities, it was agreed that the Project should attempt administratively to practice what it preached.

Certain limitations were inherent in the instructions listed in the Policy Paper issued by Robert Worthington, then Associate Commissioner of Education, that authorized grants to each of the ten HEW Regions for purposes of supporting three-year staff development projects. Many of these limitations resulted from the development of the Policy Paper based on the unique experiences and needs of the Region IV Project. Therefore, Region II was very selective in how it responded to the instructions (see Chapter II, Table II-1). From an administrative point of view, Region II differed from the Region IV model in that universities and colleges were not involved as integral parts of the Project's structure. Experiences, attitudes and expectations in Region II caused the Project to be designed administratively with the state directors of adult education or their designees as equal partners with the Project staff. Staff from institutions of higher education were considered potential resources rather than partners in the Project.

The administrative structure or organizational arrangement (depicted in Figure I-1) reflected the Project's close relationship to the State Department of Education and USOE at both the regional and national level.

FIGURE I-1

HEW Region II Staff Development Project Organizational Chart


New York State Department of Education
U. S. Office of Education
Puerto Rico State Department of Education
Montclair State College (Grantee)
New York Field Coordinator
Puerto Rican Field Coordinator
Project Office
New Jersey Field Coordinator
Virgin Islands Field Coordinator
New Jersey State Dept. of Education
Advisory Committee
Coordinating Council
Virgin Islands State Dept. of Education

——— Indicates direct relationship
-------- Indicates indirect relationship

Obviously the exclusion of collegiate institutions represented a value judgment at odds with other possible approaches, but one that was most favored by the state directors.

The key element in the administrative structure was the Coordinating Council. The Council met on a quarterly basis and functioned as the sounding board and policy making agency for the Project. It served also as an information and training vehicle as described in Chapter II. A second group - the Advisory Committee - had also been established. This Committee was established to provide representatives from groups such as institutions of higher education, non-profit agencies, local practitioners and students an opportunity to express their views and to analyze the Project's objectives and activities. After two meetings it was decided to eliminate this group because of the extensive costs and time involved in bringing together a group that tended to repeat Coordinating Council discussions or provided suggestions and ideas already available to the Project through direct contact with such constituents.

In order to insure a smooth running Project administration, the Project staff sub-contracted with EPIC Diversified System Inc. for the purposes of designing a management manual using management by objectives criteria. This Manual provided a disciplined reference for Project staff. Management by objectives was defined as:

1. The specification of objectives to attain activity - oriented and learner goals and
2. The development and implementation of a plan to monitor and evaluate the specified objectives.

The Systems Manual for Management (previously submitted to USOE) was developed during the first Project year and provided a guideline for subsequent Project efforts. Elements of the Manual included:

- MANAGEMENT SCHEMATIC (see Figure I-2): The schematic was a pictorial representation of the procedures employed in the development and implementation of the management system.

- GOALS: A goal was a continuing purpose that provided a sense of direction through time. Both activity--oriented and learner goals.

- ORGANIZATIONAL CHARTS: An organizational chart was a diagramatical form which showed the organization of the Project and lines of supervision.

PERFORMANCE OBJECTIVES: A performance objective was a statement of the direct outcomes of the program depicting (1) who, (2) behavior expected, (3) situation, (4) proficiency levels, (5) time, and (6) method of measurement.

PROCESS OBJECTIVES: A process objective was a statement describing an activity which directly or indirectly affected the performance of the learner. Person(s) responsible, the activity, time factors, and documentation were specified.

Process objectives were subdefined as follows:

a. Instructional Process Objective: A statement that described an activity that was directly related to a performance objective.

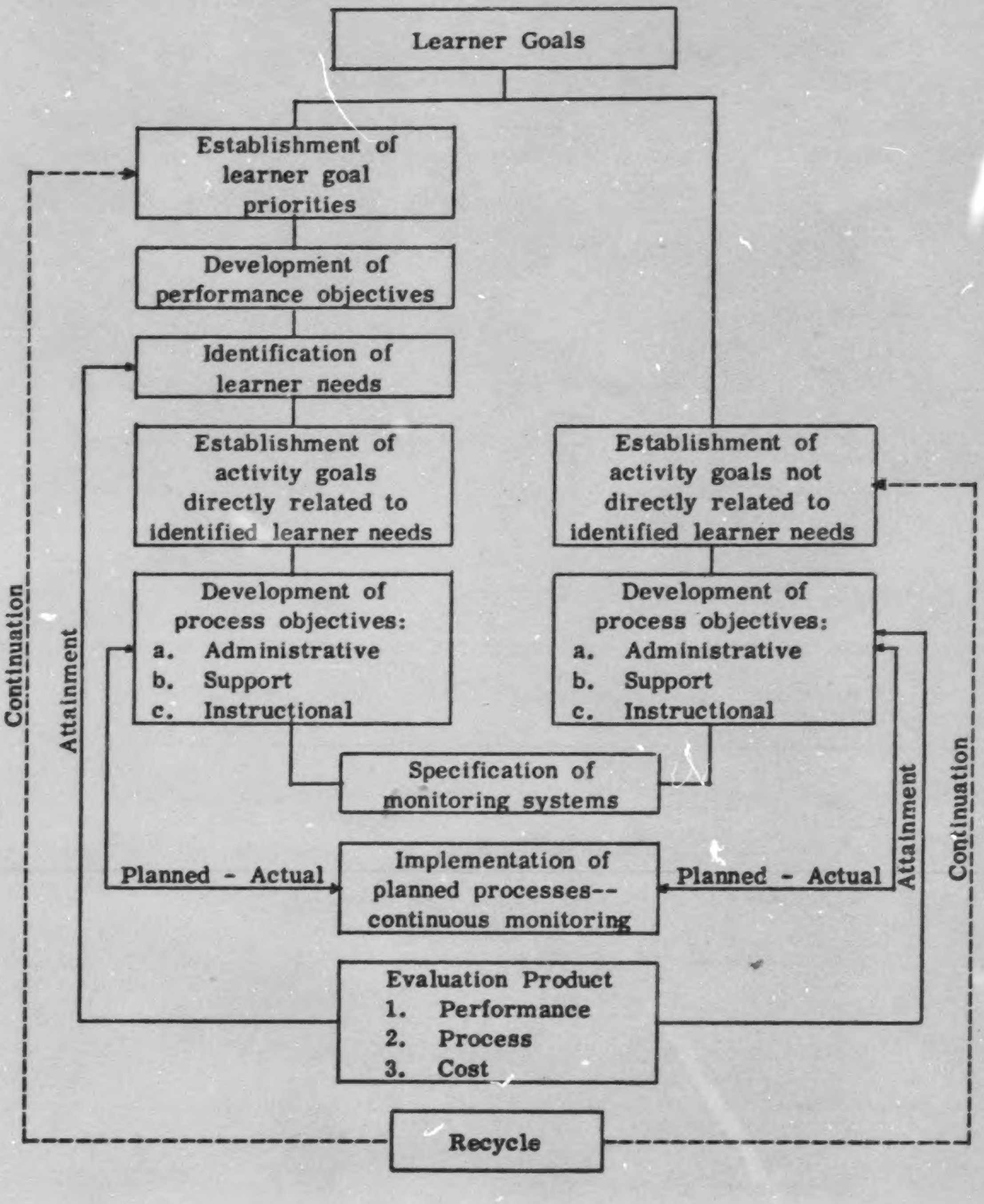
b. Support Process Objective: A statement that described an activity in which the learner was directly involved, but for which a performance objective was not developed.

c. Administrative Process Objective: A statement that described an activity that was not intended to demonstrate any direct relationship to the performance of a learner. Such activities normally related to the developing, organizing, and controlling of agency, district, program, or project activities.

CRITICAL WORK ACTIVITIES: A critical work activity was defined as a series of interrelated tasks of prime importance to the implementa-

FIGURE II-1

MANAGEMENT SCHEMATIC


Learner Goals
Establishment of learner goal priorities
Development of performance objectives
Identification of learner needs
Establishment of activity goals directly related to identified learner needs
Establishment of activity goals not directly related to identified learner needs
Development of process objectives:
a. Administrative
b. Support
c. Instructional
Development of process objectives:
a. Administrative
b. Support
c. Instructional
Specification of monitoring systems
Planned - Actual
Implementation of planned processes--continuous monitoring
Planned - Actual
Evaluation Product
1. Performance
2. Process
3. Cost
Recycle
Continuation
Attainment
Attainment
Continuation

tion of the planned program. Each task cluster (critical work activity) was expressed as an administrative process objective.

SYSTEMS FOR CRITICAL WORK ACTIVITIES: A system for critical work activities was a step-by-step description of the responsibilities and interrelated actions to be taken within a given administrative process objective.

GANTT CHART: A Gantt Chart was a technique that graphically depicted the Project in a network of interrelated activities with time control.

MONITORING SYSTEM: A monitoring system was defined as a system for the documentation of major activities and processes occurring in the program.

JOB DESCRIPTION: A job description was a statement of duties, responsibilities, and work performed.

Thus, the Systems Manual for Management recorded and communicated a management design for systematically planning and organizing, installing and operating, communicating, and evaluating the HEW Region II Staff Development Project. Although in practice it was followed to varying degrees it was a valuable reference.

CHAPTER II

REGIONAL PROJECT OFFICE ACTIVITIES

In synthesizing the efforts of the Project for this final report four categories have been identified. These general categories--Regional Training, Technical Assistance, Information Sharing/Dissemination, and Coordination--accounted for most of the activities and provide a fairly concise overall picture of the Project. The bulk of the Project, however, was in the activities of the individual states which will be evident in the individual state reports in Chapters III through VI.

The activities initiated represented the response of the Project and the State Departments of Education in New Jersey, New York, Puerto Rico and the Virgin Islands to Policy Paper AVT(A)72-3 issued by Dr. Robert Worthington and dated October 13, 1971. This Policy Paper, based on the experiences of the Region IV Staff Development Project, listed some seventeen instructions (although treated as criteria) to be used in each of the other nine regions in the development of a regional staff development plan and in the selection of a single grantee to administer the grant. These seventeen instructions are listed in Table II-1. Eventual developments in Region II, as evidenced by this final report, revealed that the Project varied substantially in the degree and the nature of its response to the seventeen instructions. Region II (that is the individual state directors and the Project staff) felt that the seventeen instructions were unique to a particular region of the country and were in many instances inappropriate or inconsistent with the needs and interests as well as existing strengths of Region II. Subsequent discussions with USOE and the other Staff Development Projects indicated similar concerns about the extent to which one region could follow guidelines established from experiences in another region.

TABLE II-1

INSTRUCTIONS FOR REGIONAL ADULT EDUCATION STAFF DEVELOPMENT PROGRAMS POLICY PAPER AVT(A) 72-3

1. Each proposal will contain a three-year plan designed to be sustained without 309(c) funds at the end of the third year.

2. "Other" funds came from any source other than 309, including State 304 and other State and local funds. Such funds must not be in amounts less than the ratios indicated below:

	309 Contribution		Other Funds
1st Year Ratio	2	to	1
2nd Year Ratio	1	to	1
3rd Year Ratio	1	to	2

3. For purposes of planning, the estimated amount of each region's allocation for Fiscal Year 1973 and 1974 is the same as listed for Fiscal Year 1972. Adjustments for Fiscal Year 1973 and 1974 may be indicated when 1970 census data becomes available.

4. "Other" funds must be clearly accountable expenditures, not "in kind." Examples of valid expenditures are travel, stipends, contract fees and consultant fees. Examples of "in kind" contribution would be use of facilities or custodial services.

5. Tuition or fellowship payments may not be made from 309 funds to participating institutions.

6. Each proposal must reflect the cultural and linguistic characteristics of the population in the area served.

7. A single grantee should be identified from among existing organizations having the required capability. In Region IV the Southern Regional Education Board was so identified. Depending upon State laws, a non-participating University or other non-profit educational agency might serve this purpose. A Regional Education Service Agency or Area Manpower Institute for Development of Staff might be considered.

8. Matching contributions from participating institutions should be included in the first or second year, if possible, but in no event will a plan be acceptable if the institution does not contribute during the third year. State funds will be required from the first year throughout the life of the project.

9. Each State must produce a long-range Staff Development Plan during the period of the project coordinated with other plans in the region. A State Department staff member must be assigned the responsibility of implementing the plan and for linking the State Department, university, and local school district personnel. This may be a full-time position.

10. The development of expertise within the region must be complementary rather than duplicatory. The National Office will be responsible for complementarity among the various regions.

TABLE II-1 (continued)

11. Career patterns and training strategies must provide for the selection, training, placement, and continuing education and promotion of disadvantaged individuals, especially racial and ethnic minorities and women. Career training should include preparation for positions such as teacher aides, teachers, program aides, assistant directors, directors, counselor aides, counselors, curriculum aides, curriculum specialist, and other. (Associate professionals)

12. Regional and State training resources must be surveyed and defined. Private institutional resources may be included as well as public. All existing educational capabilities in the Region, especially AMIDS and vocational education training resources should be incorporated into the final State plan.

13. Procedures for involving institutional participation and criteria for selection of institutions which will participate in the program must be clearly articulated. The involvement and development of minority institutions is essential.

14. Each plan must include procedures by which institutions (including the State Education Department) will eventually assume full responsibility for the program.

15. By November 30 one of the following type proposals must be submitted.

    1. A completed proposal for the three-year plan.

    2. A planning proposal to begin in January for the development and preparation of a three-year plan which will be due May 1.

    3. A proposal for a planning grant for the development of a three-year plan which will begin in Fiscal Year 1973.

16. The planning phase should include a systematic survey of the adult education manpower needs in the Region. This may include an empirical analysis of career patterns and opportunities for selected categories of adult educators within the Region together with identification of criteria for success as teachers or administrators.

17. The three-year plan for staff development must be submitted to and approved by the Regional Commissioner.

Before looking at these four categories an important point must be made about a major commitment of the Project. A major philosophy permeating the Project was a belief that short-term multiple training efforts or extensive expansion of duplicating graduate programs represented a penny wise, pound foolish kind of approach. Although many activities were of necessity this type, they clearly shared attention with efforts that were more long range in purpose. For example, the competency-based teacher education effort in New Jersey or the introduction of the concept of task analysis were clearly intended to cause a major change in how ABE staff development was conceived.

The Project was very open in its concern about existing staff development practices. It was to this issue, probably more than to any other, that the Project Central Office staff disagreed with some of the states. Obviously, a desire for substantive change was an implicit criticism of existing practices. Differences over this issue continued to exist throughout the Project although interestingly at least three of the four states have substantially modified their staff development system although not necessarily in directions determined by the Project. But it was the states who had the final responsibility for the effects of the Project. This fact, more than any other, governed ultimate decisions and served as a constant reminder to the Project staff that generating new ideas was far easier than managing and leading a complex system such as a state-wide ABE program. Out of this conflict of opinions and ideas evolved a Project, not always successful in meeting its objectives but continuously working toward a more effective staff development system.

Coordination

As described in Chapter I the administrative structure of the Project centered around a Coordinating Council. This Council was to meet quarterly and serve as the vehicle for effecting the development of the regional concept. The

Project staff was responsible for developing the agenda for these meetings. These meetings afforded opportunities for information and idea sharing. Although necessary for the effective administration of the Project, they were more valuable as opportunities for the four states in Region II to meet and discuss topics and issues that ranged far beyond staff development.

It should be noted that prior to the Project the directors of ABE from New Jersey and New York did meet regularly with their counterparts in Region I (the six New England states). However, because of the prohibitive travel expenses representatives from Puerto Rico and the Virgin Islands were unable to participate in these meetings. The only other regular opportunities available for intraregional meetings were those called by the Regional Program Officer (RPO) for Region II. Therefore, the Project increased substantially the opportunity for face to face contact.

A review of the agenda of these meetings revealed a variety of concerns. Examples included: Planning cooperative staff development activities, presentations by staff from other Adult Education Special Projects (309(b) and Teacher Training Projects (309(c), sharing reports and clarification of applicable rules and regulations. There was substantial evidence that the working relationships established and maintained through the Coordinating Council resulted in specific activities not associated with the immediate objectives of the Project. For example, the adult education personnel from Puerto Rico were invited by the State Department of Education in the Virgin Islands to assist in improving their adult education services, particularly on St. Croix where there is a significant and increasing Puerto Rican population. Another example was the increased awareness in the Virgin Islands of the need for expanding the level of commitment to adult education at the time the Project began on April 1, 1972. There was one state department official responsible for both secondary and adult education. At the termination of the Project there were two full-time adult educators.

A second facet of the coordination role of the Project concerned the Project serving as the point of contact and initial planning for a number of other 309(b) and (c) Projects funded by USOE. USOE, obviously pleased with the early success of the staff development projects in establishing an effective coordinating system, encouraged and in some cases required newly funded special projects to work with and, where possible, through the regional staff development projects. Although the Region II state directors and USOE disagreed about a number of other issues, this arrangement had the full support of the state directors.

More specific details about the nature of the Project's relationship to the other projects is contained in Table II. Table II contains a list of a number of 309(b) and (c) Projects funded by USOE during the 1972-75 period coinciding with the staff development projects. The Region II Project staff assumed a very active stance in contacting and working with these projects where feasible. The relationships were essentially one of four--information sharing, training, liaison with state departments, and technical/advisory assistance.

Information sharing was seen as an essential minimum responsibility that the Project had with each and every project funded. It was assumed that if a project was funded for adult education then it had potential value for adult educators in Region II. As revealed in Table II-2 all projects were contacted at least at the information sharing level. The nature and extent of sharing will be elaborated in a subsequent section.

A second type of relationship was that of training. Training occurred in two forms. One form was training arranged at the request of Region II states. For example, the APL Project was contacted to provide some staff development to Region II Adult Educators, although the APL Project was funded essentially to research and develop a new concept in literacy assessment. The second form of training was that integral to a specific project's mandate.

For example, Literacy Volunteers of America (located in Syracuse) was funded expressly to provide specialized training in specific regions working through the staff development projects.

Serving as a liaison with Region II state departments for 309 Projects was a third type of relationship. Certain projects were funded to provide services or create products, but did not have a mandate to work with any particular state or region. In many cases the staff of these projects were in need of assistance in contacting individuals within the states, or were in need of assistance in expediting their efforts. Many were encouraged by the Project to utilize the Project in establishing contact. In most cases the opportunity was readily used. For example, the Maryland ITV/ABE Project was required to establish pilot projects with a number of colleges and universities, but which ones was a negotiable matter. The Project assisted the Maryland Project Director in identifying and working with institutions of higher education in Region II interested in participating in the Maryland Project.

The final type of relationship was of a technical or advisory nature. A couple of projects were interested in utilizing the services of Project staff in a more regular manner. For example, a Project staff member served on the advisory committee of both "Project AIM" (World Education) and the "Adult Career Education Resources Survey" (B'nai B'rith).

Technical Assistance

A second major area was that of providing technical assistance to the state departments within Region II. One facet of this area was that required to fulfill the requirements of the grant. Periodic on-site visits were made to the state departments to insure compliance with Project "Terms and Conditions" and to follow up on agreed upon activities.

The more important facet (at least in terms of significance for the individual states) was the assistance the Project staff provided in such areas as program development, identification and contacting of potential resources (both human and material) on behalf of the states (particularly important because of the geographic isolation of Puerto Rico and the Virgin Islands), clarification of USOE policies and procedures through Regional and National USOE contacts, and in providing leadership in the area of staff development.

An example of program development assistance provided by the Project would be the involvement of Project staff in assisting the Puerto Rican State Department of Education in the development of a graduate program in adult education at the University of Puerto Rico. The details of this program will be found in Chapter V. However, it should be noted that the success in obtaining Regional Commissioner support and eventual financial support was attributable to the efforts of Project staff in assisting in the preparation of the proposal and in subsequent follow-up efforts on site in Puerto Rico.

An example of the Project seeking human and material resources was best exemplified by the Project's contact with the Center for Resource Development at the University of Missouri-Kansas City (UMKC). A major concern of the Project in its initial phase was the conducting of a needs assessment in each of the four Region II states. Such assessments were conducted in New Jersey and New York, however, because of numerous factors such studies had not been satisfactorily undertaken in Puerto Rico and the Virgin Islands. Fortunately, in the interim USOE funded UMKC to provide supportive services to the regional staff development projects. The Region II Project staff, with the support of the state directors in Puerto Rico and the Virgin Islands, immediately contacted UMKC requesting their assistance in conducting a needs assesment in both Puerto Rico and the Virgin Islands.

A note should be added that Don Mocker, a staff member at UMKC, had recently completed a monograph entitled, A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education

Teachers. This study with minor modifications served as the prototype for the needs assessment conducted in both Puerto Rico and the Virgin Islands. The data from the needs assessment was to be used in the development of subsequent pre-service and in-service staff development activities.

Clarification of USOE policies and procedures was a third type of technical assistance provided. For example, because of the frequent contact with USOE at both the Regional and National level necessitated by the nature of the grant, the Project staff were able to obtain rapid and accurate information for the states on matters affecting staff development.

A fourth technical assistance area was that of leadership. No attempt will be made to define such an elusive concept. It should suffice to say that the Project, in accepting its role as administrator of a regional, multi-faceted project reflected an expectation by both USOE and the states that to obtain the funds for such a grant implied a recognized level of competence. Although each state supported this attitude to varying degrees, modified in part by their own level of sophistication in staff development, the Project felt that its credibility was directly related to the degree to which it assisted the states in improving and enhancing their staff development efforts. This desire of the grantee to establish and maintain a leadership role was evidenced by the initial proposal which described a plan to develop the concept of competency-based teacher education (CBTE) for ABE staff development, a concept of great interest to such states as New Jersey and New York. Space precludes an elaborate discussion of the many Project activities related to CBTE, but it should be noted that Region II received recognition from other regional projects in its attempt, albeit not always successful, to affect traditional staff development practices. Project staff were also invited to participate in national, regional and state conferences and workshops to describe Region II's CBTE efforts.

Training

From the very beginning the Project assumed the position that in order to increase the chances that subsequent efforts would have long-term impact within the states that direct training activities by a central Project office would be selective and minimal. This was to minimize dependency on any real or imagined expertise residing at or available to the Project office. Regional Project office sponsored training efforts came in essentially three forms--inservice training for Project staff and immediate state department staff, training activities conducted by a Project staff member, and training activities arranged by the Project staff.

The bulk of the inservice training came through the Coordinating Council system. These meetings were treated as inservice activities, and were not restricted, as was emphasized earlier, to just nuts and bolts kinds of issues. On-site activities were also construed as inservice in nature and a conscious attempt was made to make each face to face encounter a learning experience and not simply a conversation about mechanical aspects of the Project. Inservice also came in the form of encouraging and supporting the participation of Project staff and immediate state department staff in state, regional and national conferences. Attempts were made to have different staff members attend different conferences and report back through the Coordinating Council.

The second training category concerned activities conducted by a Project staff member. An early example of this was the offering of a series of Task Analysis workshops in both Puerto Rico and the Virgin Islands. A staff member, knowledgeable about Task Analysis, was requested by the islands to provide such training. The training was conducted on the condition that locally based staff would be trained in the technique and assume responsibility for subsequent training.

The third training category was that arranged by the Project but conducted by others. This was handled in essentially two ways. The Project sponsored two invitational conferences that brought together a number of staff from projects having potential value for adult educators. While the majority of these projects were 309 ones, other projects such as one conducted by ETS for the "Right to Read" program were also involved. Further reference will be made in the "Information Sharing/Dissemination" section to the second of these two conferences conducted at the Rutgers University Continuing Education Center in 1974. The second way in which this training category operated was for the Project to arrange for consultants and/or other kinds of outside agencies to conduct specific training. This was either training made available through other 309 projects as was noted in the "Coordination" section above, or was arranged because of specific expertise not readily available within the states. For example, both the Northeast AMIDS and Mid-Atlantic AMIDS program were utilized in the first year of the Project to conduct training. The Project's role was essentially to identify the agency and arrange for the training.

Information Sharing/Dissemination

The final general category of Project activities fall under the rubric of "Information Sharing/Dissemination. As has already been noted, a large part of the Project effort was devoted to tracking down and sharing information about other 309 projects as well as USOE information effecting staff development. In this section a number of activities will be cited that give more exact evidence as to the nature and extent of informing and communicating with Region II adult educators.

These activities included:

- Project Newsletter
- Invitational Conference
- Materials acquisition and distribution
- Information searches
- Preparation of Reports
- Preparation of Papers, presentations related to Project efforts

From almost the beginning the Project began issuing a Newsletter that was prepared and distributed every six to eight weeks. Through the three years of the Project this Newsletter, deliberately done on a low-cost level, contained information about Project activities, upcoming events whether sponsored by the Project or not but having pertinence to staff development, abstracts and references to appropriate staff development publications, brief summaries of reports issued by public and private agencies, brief (one to two pages) descriptions of other 309 Projects, and a short note from the Project director highlighting an issue or topic. Some 700 copies of each issue of the Newsletter were distributed. Distribution within each state was accomplished through the Project Field Coordinator to enhance the visibility of that individual within the state. Additional copies were distributed to more than 100 other individuals and agencies, many upon request.

The invitational conferences were conducted in July, 1973 (Saddle Brook, NJ) and July, 1974 (New Brunswick, NJ). As already noted these conferences had a duel function-training and information sharing. Training has already been discussed but some further description must be provided about the information sharing aspect, particularly as it is related to the second of the two conferences. The "Innovation Dissemination Conference" was a direct outgrowth of a conference sponsored earlier in 1974 by the State Department of Education in New Jersey and New York and Project Idea, Teachers College, Columbia University. The conference was conducted because Region II adult educators were very concerned about the problem of communication between adult education practitioners. The subsequent Conference Report, prepared by the Project, reflected this concern. A direct outcome of this Conference was the establishment of a "Hot Line" in New Jersey at Montclair State College. This "Hot Line" was designed to provide adult educators an opportunity to call toll free numbers to have their questions picked up by a recording device. Within forty-eight hours the individual would be contacted by someone who had tracked down the answer to the question or had identified an appropriate human or material resource. The "Hot Line" was at a very early developmental stage and it was difficult to assess its worth at the time this report was written. But, it generated much interest from other adult educators, particularly USOE staff, who perceived its potential compatibility to a national Adult Education Clearinghouse.

A third activity was materials acquisition and distribution. Because the Project staff assumed responsibility for making Region II the most informed region in the nation, it assiduously identified and obtained multiple copies of reports and other materials for distribution to the state departments. Examples would include copies of federal legislation that had relevancy to adult education, final reports of projects (309 as well as others), commercial publications, newsletters issued by other projects and agencies, and copies of articles appearing in periodicals and journals not normally read by state department staff.

Information searches was another activity. The Project utilized the ERIC system, the Federal Register, the Foundation Directory, and other information sources to provide the state department staff with information upon request.

A fifth information sharing approach was the preparation of reports. In addition to the "Interim Reports" of the Project for the first and second year, the Project also prepared two other reports. One such report was "Students and Staff Needs and Priorities: Information Report." This report represented a compilation of selected data culled from other projects as well as from Project sponsored studies. The second report was based on the "Innovations Dissemination Conference," in particular a synthesis of the recommendations of the participants.

A final information sharing approach was the preparation by Project staff of articles and presentations related to Project efforts. As noted earlier, the Project was a leader in presenting the concept of CBTE to ABE practitioners. Staff were invited to conduct a session on Task Analysis at the AEA/NAPCAE Conference in Dallas. A workshop on CBTE was also conducted in a state in Region IV. A paper was read on CBTE at the University of Wisconsin-Milwaukee. Finally, the Project was the prime initiator of a staff development publication to be edited and published by UMKC based on chapters prepared by staff of the other nine regional projects.

The next four chapters describe the staff development activities by individual state. Chapter III was prepared by Mrs. Margaret Falcone, New Jersey Field Coordinator. Chapter IV was prepared under the leadership of Dr. Mary Reiss, Director, Division of Adult Continuing Education, New York State. Mrs. Carmen Morales wrote Chapter V. She was the Project Field Coordinator for Puerto Rico. The Virgin Islands section Chapter VI was prepared by Mrs. Anna Connors, Project Field Coordinator. It should be noted that while the above individuals prepared the substance of their respective sections final editorial decisions in preparing this report were made by the Project Director and Associate Director but with an attempt to retain the style, format and substance selected by the individual states.

CHAPTER III

NEW JERSEY

Historical Perspective

New Jersey's State Department of Education had existing State Staff Development Programs before the birth of the Regional Project; namely the Adult Education Resource Centers (AERC) geographically located at five state colleges. Directly responsible to the State Director of Adult Basic Education (ABE) for teacher training, curriculum design, program development, and instructional supervision at the LEA level, the AERC's serve as an extension of the State ABE Office providing staff development activities.

With the prospect of regionalization of staff development, several meetings were held involving Central ABE Office and AERC Staffs. As a result, the State Plan for the New Jersey Regional Staff Development Program (SDP) was developed. An additional person was employed to:

1. Serve as a liaison with the Region II SDP Central Office at Montclair State College and the State ABE Director.
2. Coordinate on-going teacher training activities.
3. Become actively involved with special projects related to staff development needs.
4. Coordinate special activities with other 309 projects.

The FY 1973 Operational Objectives for New Jersey were:

1. To sponsor, in cooperation with Rutgers University, a Language-Cultural Institute for adult educators in Region II.
2. Provide a three-credit, two tract graduate course in English as a Second Language at Jersey City State College for both new and experienced teachers of New Jersey and New York.
3. Investigation of the implementation of a task force on adult education to the existing competency based certification study being conducted by the State of New Jersey, Teacher Education and Certification Department.
4. Provide competency based training to teachers in the ABE, WIN, and MDTA programs. Three graduate credits to be given to par-

FIGURE III - 1
PROGRAM AREAS

The three years objectives for the HEW Region II Staff Development Project New Jersey Component adhered to the State Plan with little revision.

A. FY-1973

1. Individualized Instruction ABE & HSE (GED).
2. English as a Second Language.
3. Bicultural Awareness.
4. Counseling and Testing.
5. Administration of ABE & HSE Programs.

B. FY-1974

1. Individualized Instruction ABE & HSE (GED).
2. English as a Second Language.
3. Bicultural Awareness.
4. Counseling and Testing.
5. Administration of ABE & HSE Programs.
6. Secondary Completion.
7. Training of Trainers from large district programs.
8. Development of Undergraduate programs at State Colleges.
9. Development of Graduate programs at State Colleges.
10. Development of courses for certification requirements for Adult Education Teachers.
11. Undergraduate courses for paraprofessionals.

C. FY-1975

1. Individualized Instruction ABE & HSE (GED).
2. English as a Second Language.
3. Bicultural Awareness.
4. Counseling and Testing.
5. Administration of ABE & HSE Programs.
6. Secondary Completion.
7. Training of Trainers from large district programs.
8. Development of Undergraduate Programs at State Colleges.
9. Development of Graduate Program at State College.
10. Development of courses for certification requirements for Adult Education Teachers.
11. Undergraduate courses for paraprofessionals.
12. Bilingual secondary completion.
13. Implementation of doctoral programs in Adult Continuing and Community Education

ticipants by Montclair State College.

5. Development of a profile on adult education staff of ABE, WIN, and GED programs in New Jersey.

6. a. To make Institutions of Higher Education more aware of adult education programs in their communities and of the Region II Staff Development Project.

   b. To develop with Institutions of Higher Education graduate and/or undergraduate credit courses in adult continuing education.

   c. To foster professional growth in adult educators by instituting a doctoral program in adult education at Rutgers University.

The following report has been written by objective, that is, one or more related objectives by fiscal year are stated and then followed by a brief narrative describing the activities undertaken to meet the objective for each fiscal year. The specific data for each of the 1975 training activities has been reported in Table III-1.

The Operational Objectives for New Jersey were:

FY-1973 I. To sponsor in cooperation with Rutgers University a Language Culture Institute for adult educators in Region II.

FY-1974 II. To sponsor in cooperation with Rutgers University the development of materials and training programs in bicultural awareness.

FY-1975 II. To sponsor in cooperation with Rutgers University the development of materials and training programs in bicultural awareness.

One of the top priorities was to provide additional training for teachers of English As a Second Language (ESL). In FY-1973, Dr. Elaine Condon, Rutgers University Graduate School of Education was provided project money to train workshop leaders for teacher training workshops to be held in FY-1974.

A three-day conference of knowledgeable experts in the field of language and culture was held March 1974. As a result of this conference, a bibliography of reference materials on language and culture was compiled and disseminated regionwide, in addition to five pamphlets based upon a transcription of the conference proceedings.

In FY-1974, it should be noted that due to the Regional Staff Development Project's initial and continued support that the Language Culture Institute at Rutgers University under Dr. Condon's leadership received a 309(c) grant from the USOE which resulted in a training program for HEW Regions I, II, III, and IV. USOE has acknowledged that the seed money supplied by the HEW Region II Staff Development Project and the success of the Institute were instrumental in their subsequent funding decision.

Sixty-seven students were enrolled in the Language-Culture Studies at the Graduate School of Education. Approximately 250 adult educators from New Jersey and New York attended the four Saturday competency based workshops as part of the second year grant to the Language Culture Institute. Instructional units developed by the workshop participants were revised and edited by Dr. Condon and/or her staff. The units were distributed regionally. Additional copies may be requested directly from Dr. Condon.

Objectives

FY-1973 II. Provide a three-credit, two tract graduate course in English as A Second Language (ESL) at Jersey City State College for new and experienced teachers in New Jersey and New York.

The Jersey City Adult Education Resource Center (AERC) in cooperation with the Glassboro AERC submitted a proposal based upon a system approach using behavioral objectives to the Office of Adult Basic Education, Division of Field Services, New Jersey State Department of Education for State funds.

The three-week institute was held in July, 1972. Forty (40) participants were trained in ESL techniques, emphasizing the audiolingual approach, using modeling of master teachers, small group discussion, and video tape lessons in addition to a practicum providing supervised instruction.

The practicum was held at a local program in West New York, New Jersey, which operated in the summer months.

TABLE III - 1

N.J. STAFF DEVELOPMENT PROJECT TRAINING ACTIVITIES
1974-75

Title of Activity	Total Participants	Sex M	Sex F	Racial/Ethnic Caucasian	Racial/Ethnic Negro	Racial/Ethnic Spanish Sur-Named	Racial/Ethnic Other	Adult Education Position Teacher/Vol.	Adult Education Position Counselor	Adult Education Position Administrator
Life Skills	20	6	14	18	1	1		15	3	2
KET-GED	46	N/A			N/A				N/A	
Garden State School District (Correctional Personnel)	300	N/A			N/A				N/A	
Innovations/Dissemination Conference Follow-Up	75	60	15	46	13	4	17	66	4	5
GED-S Residential Seminar	55	23	32			47	8	44	1	10
Americanization Conference	68	48	20	60	5	3		8		60
University of Illinois Evaluation Workshops	20	17	3	15	4	1			1	19
Literary Volunteer	7	3	4	6			1		1	6
Teacher Tutor Pairs (Glassboro State College)	98	N/A			N/A			98		
Language-Culture Institute										

During the early afternoon, participants were able to watch video tapes of the master teachers, or of themselves in an actual classroom situation. The participants (teachers) also planned their lessons in the afternoon, peer taught, were critiqued by the master teacher and practiced in an actual classroom situation in the evening.

Objectives

FY-1973	III.	Investigation of the implementation of a task force on adult education to the existing competency based certification study being conducted by the State of New Jersey, Teacher Education and Certification Department.
FY-1974	V.	To investigate the feasibility of the establishment of competency-based state certification for adult educators.
FY-1975	V.	To investigate the feasibility of the establishment of competency-based state certification for adult educators.

The preceding three objectives have been combined for discussion purposes. The need for certification of adult educators in the state was recognized before the inception of the Regional SDP. Due to limited staffing in the State ABE Office, no action was instituted.

When the SDP provided an additional staff member, competency based adult education certification was included in the state plan for Staff Development.

The New Jersey State Department of Education was already conducting a feasibility study in order to identify competency-based criteria for re-certification of regular teachers.

In March 1973, four task forces covering the areas of Adult Basic Education, English As a Second Language, High School Equivalency and Counseling of Adults were implemented as part of the existing state study. Each task force was comprised of 18 members who represented teachers, administrators, resource center and college personnel, and evaluation specialists and met monthly to identify specific competencies necessary for teachers in their respective field. A taxonomy was developed and an interim report prepared and disseminated at the end of the fiscal year. The report attracted national attention, and as a direct result of this effort, at least one non-Region II state initiated a comparable undertaking.

The task forces continued to meet in FY-1974 and further refined the taxonomy of skills. They also identified general training needs for Resource Center Training Workshops, allowing each center to implement specific training objectives for their individual regions.

The Advisory Board to the State's Performance Evaluation Project (PEP), of which the four adult task forces were a part, submitted to the State Board of Examiners a model for certification based upon competencies. This model was recommended for acceptance by the State Board.

The task forces could not proceed to develop instruments to measure competencies until the model was approved. Since the proposed model was eventually scrapped, the State PEP had to change direction. The Adult Education component disseminated the revised taxonomies which were developed. In FY-1975 no attempt was made to continue the task forces due to the lack of implementation of a model for the State Performance Evaluation Project. At this point the taxonomies developed are at a very preliminary stage and in need of much additional work.

A Teacher Training Project in process-oriented instruction based upon the competencies identified in the taxonomies was designed specifically for the development of instructional training models in the area of intake counseling, locator and diagnostic testing and prescribing instructional activities. Glassboro and Montclair Adult Education Centers undertook this task at no additional cost to the project.

The Adult Basic Education Teacher Training Institute sponsored by the State Office of ABE utilized the competencies identified by the ABE task force as part of the training materials. The taxonomy was also utilized by the ABE curriculum committee in the development of a State ABE Curriculum.

Objectives

FY-1973 IV. Provide competency based training to teachers in Adult Basic Education, High School Equivalency, Work Incentive Programs, and Manpower Development Programs. Three graduate credits to be given to participants by Montclair State College.

A proposal for a competency based course for the "Teacher of the Un-and Underemployed" was submitted by Montclair State College for funding to the New Jersey State Department of Education, Division of Vocational Education. An EPDA grant was awarded to Montclair to develop, in cooperation with various representatives of the Divisions of Vocational Education, Field Services, Staff Development and teachers from the field, a course to meet the needs of the field. Task force meetings were held, a curriculum developed, and two courses were scheduled. One course was held for 44 participants in South Jersey at Glassboro State College and the other course was offered in North Jersey at Montclair State College for 43 participants. The course proved successful as the evaluation showed recommendations from participants as to the need to provide a similar course in a different area the following year.

Objectives

FY-1973 V. Development of a profile on adult education staff of ABE, WIN, and GED programs in New Jersey.

A data gathering instrument was designed to obtain necessary information on ABE Staff. 844 survey cards were returned to the State Staff Development Office. Various pieces of information gathered from these cards served a variety of audiences and was published in the First Year Interim Report 1972-1973 Region II Staff Development Project as "Some Characteristics of 844 Adult Education Personnel in New Jersey."

Trying to obtain completed cards from some LEA's proved an all but impossible task. All districts were asked to fill in a new card when a staff member was replaced. Due to the turnover, our file was current only when cards were returned. One week later it was out of date. Duplicate copies of the cards were given to the Adult Education Resource Centers. They updated their files where they noticed changes in personnel on visitations.

Objectives

FY-1973 VI. a. To make Institutions of Higher Education more aware of adult education programs in their communities and of the Region II Staff Development Project.

b. To develop with Institutions of Higher Education graduate and/or undergraduate credit courses in adult continuing education.

c. To foster professional growth in adult educators by instituting a doctoral program in adult education at Rutgers University.

FY-1974 IV. To establish a career ladder in Adult Education.

FY-1975 IV. To establish a career ladder in Adult Education.

During the first year, contact was made and meetings were held with a number of institutions of higher education. Thomas A. Edison College is a new and innovative college for residents of New Jersey. This college was created expressly to administer an External Degree Program that enables qualified people to earn a college degree or complete a major portion of the work necessary for a degree without attending college in the usual way. Mr. John McGarraghy, Assistant Director for Program Development met with Staff Development Staff. Assurance of cooperation between the two programs was given. A member of the guidance staff from Edison served as a valuable member of the Counselor Task Force on Adult Competencies for FY-1973 and FY-1974. Communication and referrals were maintained in FY-1975 between the two programs.

Dr. Ernest Rydell, Assistant to the President, Trenton State College, was invited to visit the State's Staff Development Office. A mutual exchange of ideas took place early in FY-1973. An indirect result of the meetings held with Dr. Rydell was the planning and implementation of a fifth Adult Education Resource Center at Trenton State in FY-1974. The School of Education at Trenton State College was selected in FY-1975 as the institution of Higher Education to initiate a pilot competency based teacher training program for the State Performance Evaluation Project. Adult Education, through the Staff Development Project, quickly initiated a meeting in order to commence a competency based course where experience and knowledge would enable an individual to obtain credit by examination or demonstration of skill competency for a supervisor's certificate. This course was not developed in time for spring approval but was implemented in fall 1975.

A meeting with Essex County Community College Model Cities Project resulted in in-service training provided by the Kean State College AERC for the college project staff. The Staff Development coordinator made numerous on-site visitations and provided assistance to the Community College Staff in both FY-1973 and FY-1974.

Mercer County Community College expressed an interest in further developing a program which would be mutually beneficial to both Staff Development Project and the College itself. During FY-1974 a member of the Advisory Council of the SDP, the coordinator of SDP and director of the evening school for Mercer Community College met to plan courses for paraprofessionals in the hopes that such a program would be operational in FY-1975. Course outlines for several courses were written by the above, however, the SDP had a limited amount of money available. The college could not make a commitment for future courses due to the economy in New Jersey, so rather than create false hopes for potential participants, this activity was terminated in FY-1975.

Numerous meetings were held in FY-1973 with the Dean of the Graduate School of Education (GSE), Rutgers University. Dean Milton Schwebel was most enthusiastic and receptive to the concept of the Staff Development Project. He was personally involved with Dr. Elaine Condon and the Language-Culture Conference. As a result of the Staff Development grant to Dr. Condon for the Language-

Culture Institute, a full-time position was written into the Dean's FY-1974 budget as the University's commitment to the Staff Development Project. Dean Schwebel continued his involvement and support through FY-1975.

Dr. Kathleen Penfield, Rutgers University Graduate School of Education, developed an Introduction to the Field of Adult and Continuing Education course which was offered for three graduate credits at the graduate school both semesters 1972-1973. Although the implementation of a doctoral program was not anticipated in the plans until FY-1975, the result of the close working relationship with Rutgers University was a doctoral program with an emphasis on Adult Continuing Education. This program was initiated in FY-1973 in the Department of Administration and Supervision. Support for this endeavor by the Dean of the GSE was evidenced by the line item requests in the GSE FY-1974 budget for a half-time professor of adult continuing education, with SDP supporting the other half of the salary.

A three credit graduate course "Community and Educational Program Development in Adult Continuing Education" was given at Montclair State College in 1973. A number of community programs and position papers were developed.

The project coordinator began working cooperatively with the Maryland State Department of Education in FY-1974, following a presentation made at the April Coordinating Council Meeting on the ABE-ITV Teacher Training Program. After a series of meetings with the five AERCs, State ABE staff, Public Broadcasting TV Staff and Project Directors for Maryland ABE-ITV, proposals were received for implementing the delivery system for teacher training. Montclair State College was chosen for the pilot in New Jersey. A three credit course was offered at Montclair during Spring Semester 1975. Staff training for the utilization of the ABE-ITV Program as a course, was completed by the Maryland State Department prior to implementation. Twelve New Jersey adult educators participated in this pilot effort.

A proposal for the development of training materials for teacher-tutors of English as a second language was submitted by the Adult Education Resource Center of Glassboro State College in the fall of 1973. Approval was granted for the development of three training modules and for the implementation of a series of pre-service workshops for ESL teacher/tutors of adults. It was the intent of the proposal that the workshops themselves provide the basis for the development of the training materials.

Contacts were established with the Right to Read program funded through the New Jersey Federation of Colored Women's clubs. This project, in its second year of operation, sponsored community-based literacy classes for migrant and seasonal workers living in southern New Jersey. While the Right to Read effort was established to deal with the problem of illiteracy, the specific needs of the population served by this particular project lead to development of classes which provided assistance with oral English as well.

A group of twenty-two volunteers were recruited to be trained in ESL techniques to serve as tutors in the Right to Read program and to assist the teachers who were working in the project. An inservice program was conducted for these volunteers. Held at the Adult Education Resource Center at Glassboro, these sessions provided instruction in the nature of American English, techniques for oral language development, as well as lesson planning. Of the original group of twenty-two, eighteen volunteers actually began teaching in Hammonton, Bridgeton, Glassboro, and Vineland. The tutors worked in community-based classes for migrant and seasonal workers and taught English as a second language.

A second source of volunteers was Lutheran Church Women (LCW) of Philadelphia. After hearing a description of the proposed project and an opportunity to review some of the initial training materials, the Coordinator of Volunteers Reading Aides for LCW offered to solicit participation in the training project through some of their local chapters.

As a result, two additional workshops, like those conducted in Glassboro, were held for two more groups of volunteers, who were to begin working in local community programs designed to teach English to adults.

As a result of the involvement of LCW, two sessions in the development of oral language skills were conducted at the Annual Conference of the National Affiliation for Literacy Advancement held in Washington, D.C. in the beginning of May. In these sessions, a total of forty-two participants were provided with training similar to that held in New Jersey.

The instructional materials developed by volunteers trained by the project who worked in the Right to Read Program were revised and organized in a workable format during FY-1974. The units were duplicated and disseminated in the field of professional review. These units will enable a new teacher to have insight into the nature of the English Language and provide orientation to what Second Language teaching should be. Further information can be obtained by contacting the Adult Education Resource Center, Glassboro State College.

Objectives

FY-1974 I. To assist in the planning and coordination of all staff development activities conducted for ABE & HSE personnel under the auspices of the (4) Adult Education Resource Centers (Glassboro, Jersey City, Montclair and Kean Colleges) as a part of New Jersey's continuing efforts under the State Plan for adult education programming. (Trenton State AERC became the fifth AERC after FY-1974 objectives were detailed).

FY-1975 I. To assist in the planning and coordination of all staff development activities conducted for ABE and HSE personnel under the auspices of the five (5) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, Kean and Trenton State Colleges) as a part of New Jersey's continuing efforts under the State Plan for Adult education programming.

The activities as stated in FY-1974 New Jersey's staff development plan were carried out with the five Adult Education Resource Centers conducting coordinated training workshops "throughout the state," encompassing all the activities as stated in this objective.

The full coordination of the regional workshops was not totally implemented during the first half of the year; however, at a meeting in January with the Adult Education Resource Center personnel, it was planned that the second half workshops would have a state priority as the theme with smaller workshops designed to meet individual area needs. The number of personnel trained totaled 1,049.

The combined training staff met with the Garden State School District and planned a special one-day workshop for personnel in corrections. The staff of the AERC planned the twenty workshops cooperatively with the Garden State School District staff to meet the expressed need of the instructors in the correctional program. Using a variety of approaches and ranging time-wise from one to four hours, the workshops were rated excellent. Each participant was able to attend, by pre-registration, as many as six of the twenty workshops. Some 300 people registered and attended the Comprehensive Workshop on January 18, 1974.

Coordination of the training of both professional and paraprofessionals in the utilization of the Kentucky Educational Television GED video tapes and related Cambridge Book Company software fell under the aegis of the state's staff development field coordinator. In January the initial training was held for the two models of the delivery system implemented in South Jersey. Twenty-one teachers and aides attended the two evening workshops. An additional full day workshop was held in March for twenty-five personnel of five additional districts in North Jersey who will field test additional models of the delivery system. An evaluation of the success of the models is being conducted at this time. A final report will be available from the Office of ABE, N. J. Department of Education.

Twenty teachers were trained the week of May 18-23, 1975, by Dr. Winthrop Adkins and his staff of the Life Skills Project, in order to institute the Employability Skills Program in ten pilot districts in New Jersey Learning Centers. The program was well received by the local staffs and will continue in FY-1976 with a grant to each district by the State ABE Office.

Due to a recommendation from the successful Innovations Dissemination Conference held the previous year, with the support of the Central Office of the Staff Development Project, a similar two-day resident conference for 100 N.J. Adult Educators was conducted in May, 1975. Seventy-five educators attended. Staff from selected successful projects relevant to the needs of the state were invited to make presentations. This conference was highly successful and served as both a sharing and informational element of the communication network.

In addition to performing the on-going pre and in-service training of Adult Basic Education and High School Equivalency Administrators and Teachers, the five AERCs ran individual district training as needed. These activities were on-going and continued after the Regional Staff Development Project concluded.

Two new innovations came about in FY-1975, however, due to the availability of additional funds from the Staff Development Project. A two-day Resident Institute for staff employed in the Spanish High School Equivalency Program was held September 6-7, 1974, at the Continuing Education Center, Rutgers University. Fifty-five participants were trained in areas ranging from methods in Spanish grammar and mathematics to developmental reading skills in Spanish, to ESL techniques and materials. Survey analysis indicated that the quality of the educational experience was excellent and that this type of delivery sys- should be continued. The Office of High School Equivalency planned to duplicate this training activity for the GED-S staff in FY-1976.

The first Conference for Directors of Evening Schools for the Foreign born was held April 24, 1975, under the cooperative sponsorship of the State Adult Basic Education Office and the Staff Development Project. The small grant from

SPS provided the 68 participants opportunities to view the instructional process of an EFB class, and for directors, to exchange their views and strategies for securing additional local funds for this program. Personnel from the Immigration and Naturalization Service provided helpful information as to procedures involved in the naturalization process. The ABE Office provided necessary information on requesting monies and maintaining accountability for state funds. A slide presentation of the EFB Americanization Conference, held annually in the fall was presented and distributed to all directors to be used as an educational stimulus in the EFB classroom.

Objectives

FY-1974 III. To provide in-service training for the staff of five (5) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, Kean and Trenton State Colleges).

FY-1975 III. To provide inservice training for the staff of five (5) Adult Education Resource Centers, (Glassboro, Jersey City, Montclair, Kean and Trenton State Colleges).

In the first year of the project an attempt was made to provide in-service training for the state staff including the Adult Education Resource Centers and the Bureau of Adult Continuing Community Education. The Mid-Atlantic AMIDS staff planned and carried out a seminar covering the area of Andragogy, ABE Task Analysis and the writing of behavioral objectives. The combined state staff were generally enthusiastic and requested additional training. A suggested list of activities was drawn up by those involved. Specified activities were stated in FY-1974 Staff Development Objectives to be carried out meeting the needs as expressed by the individuals concerned.

Late January 1974, all members of the AERC were trained in the use of individualized remedial reading modules and related materials in order to provide "on the spot" help to any adult educator in the state who wished to take an individualized three-month reading program at their local Resource Center. The purchase of the modules and materials was made possible by the Central Office of the SDP.

A statewide network for communication purposes among adult educators was formed in 1974 which responded rapidly to impending and future legislation. The network also notified members of published reports and radio and television coverage of relevant adult education programs. Members were called and reminded of upcoming meetings and conferences, deadlines for applying for program money, due dates, registration and required final reports.

Dr. Norvell Northcutt, Director of the Adult Performance Level Project, University of Texas, presented material developed by the APL Project. He was in the process of revising the materials. The staff of the AERCs felt much of the APL material was relevant to the workshops they conducted and eagerly awaited the revisions in order to plan training sessions for FY-1975 based upon identified materials from the APL study. The State's Adult Basic Education Office planned to develop a statewide ABE curriculum. In FY-1975, the curriculum based upon the revised APL Study was completed. It is now ready to duplicate for dissemination.

The first month of fiscal year 1975 found the combined staffs of the Adult Education Resource Centers, State Education Department, local program directors and supervisors attending the Innovations and Dissemination Conference sponsored by the Central Office of the Regional Staff Development Project, Montclair State College (NJ), Project Idea, Columbia University (NY), and the State Department of Adult Basic Education Office of New York and New Jersey. This conference created an awareness as to what was happening in other 309(b/c) projects in both states and on the regional and national level. A major spin-off of the conference was the establishment of a communication network designed to disseminate ABE and related information on a regular basis.

One facet of the design was implemented as a six-month pilot project funded by the N.J. Adult Basic Education Office featuring direct telephone, toll free service to Adult Basic Education, English As A Second Language and High School Completion teachers. Any teacher in Bergen, Ocean and Essex counties was able to telephone the "Tips and Technique" Central Office for assistance with problems related to his/her class. Technical help was provided through a Human Resource Bank composed of peer teachers or experts in a given content area.

The project was housed at the Department of Continuing Education, Montclair State College enabling callers to plug into the Resource Center for materials and/or techniques or the National Multi-Media Center of the Adult Education Clearinghouse for immediate assistance. Direct telephone contact with the State ABE staff provided a broad range of expertise. One of the key features of this project was the rapid turn around time (48 hours maximum) in response to queries. The use rate and feedback from users, part of the built-in evaluation design, indicated that this was a valuable service which will be expanded in FY-1976. USOE expressed much interest in this Hot Line concept.

Objectives

FY-1975 VII. Provide training sessions for full and half-time directors of Adult Education.

The energy crisis and travel restrictions reduced the number of training sessions for Directors of Adult Education by the Bureau of Adult Continuing Community Education. An alternate strategy for in-service training was implemented by involving the directors as participants along with the staffs of the Adult Education Resource Centers and State ABE and HSE Offices, in planned training activities offered by national or regional 309 projects.

Directors were selected to participate in training workshops offered by the 309(c) "National Leadership Training in Adult Basic Education Program Evaluation," a University of Illinois project and the Syracuse based "Literacy Volunteers of America, Inc. Project." Twenty-two participants from New Jersey were made aware of the evaluation process by hands on training in methods, techniques and strategies for program evaluation.

Several directors upon their return utilized the evaluation process involving directors unable to attend the workshop. A direct result was a request by local directors to the Bureau of Adult Continuing Education for such training to be offered at the next annual Resident Director's Institute. One hundred and twenty local directors attended the Institute and enthusiastically participated in the training.

Staff from Literacy Volunteers of America, Inc. provided seven New Jersey participants with an intensive training experience enabling them to return to their own districts to conduct teacher-training workshops. Trainees were also provided with the skills and knowledge to establish a viable volunteer community adult basic reading tutorial program. Several participants, a follow up determined, did institute volunteer training programs in their communities.

The January 7-10, 1975 Workshops combining the "Evaluation Project" and the Literacy Volunteers, Inc. proved to be a rewarding experience for participants from both New Jersey and New York. Conducting the Workshop simultaneously had advantages. State staff who have excessive demands on their time were able to attend the conference and cover both training activities. An equally important advantage was the sharing of newly acquired knowledge or information which took place among the participants.

Objectives

FY-1975 VI. To provide ESL training materials to be utilized regionally in cooperation with New York State, Bureau of Continuing Education.

New York State Department of Education, Office of Basic Continuing Education was at the present time reviewing the English As A Second Language taxonomy of minimum competencies identified by the New Jersey task force in order to match the ESL materials they have developed to the Competencies. This enabled New York to consider where additional material development would be needed. A taxonomy of skills for teacher trainers was also in the process stage. At the end of FY-1975 there was no further change in the status of this objective.

Conclusions:

1. Expanded Staff Development activities, such as the doctoral program at Rutgers University, graduate courses at the State University and Colleges, EPDA courses and AMID Training Workshops are a direct result of the Regional Staff Development Project.

2. Due to the information gathered by the Central Office of the Regional Staff Development Project inter and intra-regional activities with other 309 projects was possible.

3. Special activities, such as the competency-based certification study, the Language-Culture Institute were made possible also.

Recommendations:

1. A full-time staff development position should be created at the New Jersey State Department of Educations Adult Basic Office, in order to continue coordinating training activities with the AERCs.

2. A regional consortium should be maintained so some effort for inter and intra-regional cooperation will continue for the exchange of information, joint training, etc.

CHAPTER IV

NEW YORK

ABSTRACT

Staff development in continuing education has had over the years one and only one goal, that has been and continues to be:

> "To enable New York State adult educators to acquire needed competencies to reach program goals and objectives."

Long before the Regional Staff Development Project came about, the Division of Continuing Education was attempting to provide the competencies needed to reach program goals and objectives. Specifically, in the area of adult basic education training was provided for in the areas of reading, math, English as a second language, and high school equivalency. These different facets of training were carried out through local program workshops carried on over the whole State both in individualized settings as well as regional settings. In addition, the large cities of the State operated adult learning centers for training a large number of both state staff as well as staff from other states of Region II and states in the United States in many and varied areas but all with individualized instruction as a primary objective. Other Bureaus of the Division have carried on staff development through the workshop method in such varied areas as English for the foreign born, volunteerism, education for the aging, etc.

With the closing of the Staff Development Project, the need for staff development in the future is one that now faces us. Through the use of the funds made available to the Staff Development Project and the infusion of 306 funds New York is about to embark on a needs assessment of not only staff but the total population and an inventory of the program now operated in the communities of the State. Through this needs assessment, to be carried out on a regional basis, but to be drawn together on a State-wide basis, it is hoped that

New York State will be able to take the needs of the adult as well as inventory those services already provided and produce a State-wide program of continuing education that will meet the needs of our adults. Through a teachers' needs assessment, we will attempt to tie-in our State University system as well as the private colleges of New York State which will in turn provide many of the staff development opportunities such as course work, individual workshops, individualized learning situations, as needed on a region by region basis.

HISTORICAL PERSPECTIVE

In the beginning of the Project in 1972 arrangements were made whereby an individual staff developer identified by the Division was hired to carry out the staff development plan, much of which was already operational in New York State. Because of the isolation of this individual as dictated by then Divisional arrangements, this particular Project for the most part was unable to develop a sense of continuity during the first two years of the program. The 1974-75 Staff Development Plan was the first time a total Divisional effort existed in carrying out the original plan which had been condensed into the "Staff Development Plan FY 74-75 (N.Y.S.)." Because, as was noted, the Division had been primarily responsible for any staff development for continuing education up to and including the present, the participation of universities and colleges has become only recently one of a joint mutual working relationship to carry out staff development arrangements. Grants, etc. made to universities or institutions through the first two years of this plan tended to be directed toward very specific items to be carried out for very specific reasons. The overall building of a relationship and setting up of a training phase for continuing education in our State is only now really getting off the ground with the needs assessment already cited.

The planning phase of training for continuing educators has been ongoing over the life of the Division of Continuing Education. Needs of staff dealing with adults has been carried out on a yearly basis by Division staff. With the inception of the 1974-75 staff development plan, activities were undertaken that included both workshops for immediate needs and the building and production of materials, a staff development center, and a professional library to continue staff development for the future. This planning was accomplished by the Division Management Team as well as by the former instructional team, now the Bureau of Special Continuing Education. In addition, local district conducted their own staff development activities geared to particular community needs. With staff contracts being what they are, it has been necessary almost from the beginning of the ABE effort to provide monies in local budgets for staff development. Up to eight training hours are provided where necessary with the idea that the staff person will then contribute seven or more hours in addition. The staff of programs across the State have available to them a minimum of 15 hours per year for staff development.

OBJECTIVES - IMPLEMENTATION

Because of the first two years of the Project have already been described in the First and Second Year Interim Reports, the following will be restricted to a description of the third year (1974-75) effort.

The training objectives were five:

1. Enable program administrators to plan a program which will serve the community.
2. Enable adult basic education and high school equivalency instructional staff to manage a learning environment.
3. Enable adult educators to operate with a knowledge of adult learning processes.
4. Enable English as a second language instructional staff.
5. Enable adult education staff, including counselors, to use procedures.

The first training objective: to enable program administrators to plan a program which will serve the community, is right now the most current staff development activity. This activity will be developed through a needs assessment involving local programs, population needs as indicated by the citizenry of New York State and the training needs of adult education staff. This needs assessment is being spearheaded by Mr. Joseph Mangano, The Two-Year College Development Center and area supervisors of continuing education of the Division of Continuing Education. Since the reorganization, the area supervisor has been placed in total control of all phases of continuing education in the assigned geographic area. The area supervisor has recommended continuing education personnel who will form the nucleus of a team that will implement the three phases of the needs assessment process, namely present program operating, citizen's needs and staff training needs. In addition, the results will be analyzed through the use of computers and a final statistical report prepared by Cornell University for the Division of Continuing Education. This data will then be interpreted into a final report which will serve as the basis for continuing education needs in each New York State community. Funds for this 309 Project were augmented by monies previously available through the Staff Development budget. The completion for this objective will be June, 1976.

The second training objective: to enable adult basic education and high school equivalency instructional staff to manage a learning environment, has been an ongoing process during this past year as previously. Specifically, materials were developed for use with high school equivalency classes ranging from the testing process to the actual instruction of adults in high school equivalency classes (samples of these materials are attached to the report). Upon completion of these materials, the instructional team of the Division held regional workshops over the entire State for both teachers of high school equivalency and their supervisors. In many respects these workshops were instructional in nature in that each was put through a process whereby they not only become the instructor but also the student in the learning process. Presently underway are work plans to develop a series of videotapes on Spanish high school equivalency to be completed before June 30, 1976.

In ABE work was conducted with large communities by Division staff in the area of managing the learning environment for individualization of instruction. Division staff assisted local staff in the fulfilling this training objective. Individual new communities starting operation during this past year were referred to adult learning centers for training where they could be involved in a "hands on" process of learning individualized instruction.

The third training objective: to enable adult educators to operate with a knowledge of adult learning processes, was performed by the Division starting with the Cognitive Mapping Style Workshop held in Niagara Falls, New York. This workshop was made available to the Niagara Falls staff involved in a Special 309 Project at that point and to representatives of the large adult learning centers in our State. Representation was also sought from the U.S. Office of Education and each of the other Regions as well as the other states within Region II. This workshop was conducted by Dr. Derek Nunney and Dr. Joseph Hill of Oakland Community College. As a follow-up to this workshop, Schenectady, Albany, White Plains, and Buffalo worked during the rest of the year in developing Cognitive Style Mapping for their own communities. This has involved follow-up time at Niagara Falls to work with the project staff.

Work has been conducted in the Division by Ms. Lois A. Matheson and Mr. Joseph Mangano on the adult learner film started during the second year of the Staff Development Project. These films are now being used in a number of workshops across the State.

The Division staff has been involved in becoming familiar with management by objectives through a workshop conducted by the American Management Association. A follow-up workshop will be conducted on September 30, October 1 and 2, 1975. This involved an on-site visitation for a period of three days by the total Division staff for this training.

The fourth training objective: to enable English as a second language instructional staff ..., was carried out by workshops conducted on the self-instructional package of 40 hours of instruction with English as a second language teachers (ESL) in the State. These materials were discussed at regional workshops with the teachers and their supervisors and packets of these materials were either left with the program or mailed to them by individual teachers. As a follow-up to these workshops, a survey was taken of those ESL instructors in the regional workshops to determine their needs in the area of ESL. This follow-up was then followed by a series of local workshops on particular needs for teachers of that area, serviced by consultants hired from local existing staff and others known to be specialists in the area of ESL.

The fifth training objective: to enable adult education staff including counselors to use procedures, during the last year a number of key guidance counselors were invited to participate at the American Personnel and Guidance Association convention held in New York City. These participants investigated all areas of guidance, but especially zeroed in on the adult and their guidance needs.

The Northwest Regional Laboratory conducted a workshop on the SAGE materials to be used by guidance counselors in their own programs as well as for becoming trainers on a regional basis. This workshop was held and was a total success except it was the feeling of Division staff that the materials related to local programs, but they do not necessarily feel that they would be in a position to train others in the use of these materials as a result of this training.

In addition, materials were purchased for distribution to these counselors to augment the materials made available by the SAGE Project for Region II.

Other workshops not necessarily falling under any of the five training objectives were also conducted by the Division. They were:

1. Literacy Volunteers Workshop. This workshop was operated by the State Literacy Volunteers group drawing together the heads of all of the Literacy Volunteer organizations across the State and had involvement of Division personnel in the discussion of adult basic education and its relationship to the work of Literacy Volunteers. The Division was working on revising a curriculum for the aging and a workshop was held with a number of local directors who were to use the curriculum and try it out on control groups in their communities. As a result of this control group, an attempt will be made to come up with a revised curriculum that can be used for all of the adults in New York State.

TOTAL PROJECT RESULTS

Narrative and statistical data as well as cost analysis on the particular workshops carried out during this past year will be done in a separate section to be filed with the financial data.

EVALUATION FINDINGS

The Division of Continuing Education subcontracted a number of the workshops and activities to the Two-Year College Development Center. This agency was a manager of certain activities outlined in the attached program budget. In addition to managing these funds, they developed evaluation instruments that will be forwarded to workshop participants. A final report of this evaluation will be forthcoming no later than June 30, 1976.

The workshops conducted by the Division or by consultants to the Division were extremely well received and it was felt that a better program resulted.

CONCLUSION/RECOMMENDATION

The Staff Development Project was very beneficial to the Division of Continuing Education in providing funds and serving as a vehicle to conduct some long-needed workshops, curriculum building, and activities needing funds prior to the inception of this project. As noted, the Division of Continuing Education had an ongoing staff development program since the inception of the Adult Education Act. The Division further has and will continue to fund eight hours of staff development over the years with a voluntary contribution on the part of the individual of seven other hours.

Division recommendations would be and are that the activities initiated through the Regional Staff Development Project be conducted through the use of 306 funds or special funds made available directly to the State such as 309 activities. Further, it would be a recommendation that some vehicle be established to keep communication alive between the states of Region II as well as the other HEW regions. Perhaps this could be done through the National Clearinghouse on a conference-call type of operation on a once-a-month or once-every-other month basis. In addition, at least one meeting a year should be held with the states of the region in the area of staff development to keep each other abreast of new activities started in the particular states.

CHAPTER V

PUERTO RICO

Abstract

During the last three years the HEW Region II Staff Development Project of Puerto Rico has been involved in the process of developing a system geared to the intensive training and professional development of the staff of the adult education programs and to the human resources preparing to engage as adult educators. The ultimate goal was to provide competency based training according to identified needs of the staff of the aforesaid programs. Task analysis and job restructuring institutes were conducted in three educational regions as a first step toward the development of a teacher training competency based program. Afterwards, a needs assessment survey in terms of competencies was conducted among ABE teachers and administrators. Along with these activities a questionnaire was completed by the staff of the different programs to determine their interests and qualifications.

Toward the intended goal a variety of activities were conducted throughout the Island ranging from short terms seminars in the educational regions to graduate courses at institutions of higher education.

Of all the activities conducted, the most significant result of this Project was the institutionalization of the Staff Development position at the Department of Education. Equally important was the appointment of an adult education coordinator at the University of Puerto Rico along with the creation of an adult education office at this same institution.

Other major accomplishments of this project have been the coordination established within the States of the Region for cooperation

and sharing of services and materials. As a result of this effort, the adult education program in Puerto Rico conducted a needs assessment survey in cooperation with the Center for Resource Development in ABE of the University of Missouri in Kansas City. In addition, the Program participated in the evaluation of the Maryland Instructional Television Series. Adult educators of the Island also had the opportunity to participate in two regional workshops: The Literacy Volunteers, Inc. workshop and the Evaluation workshop for National Leaders in Adult Education.

Future of the Project:

The Staff Development position will become a regular position in the adult education program of the Department of Education and will maintain the coordinated efforts already started by the HEW Region II Staff Development Project. Future inservice training activities for ABE personnel will be planned based on the results of the needs assessment survey conducted among the teachers and administrators of the Program. The staff development director will also be in charge of collaborating with the ABE director in the implementation of activities for the administration of 309 funds.

The Adult Education Program will maintain coordination with the colleges and universities to continue offering courses and short term seminars.

As to the University of Puerto Rico, the program will follow up on future activities that need to be carried out for the establishment of a graduate program in adult education. Students taking adult education courses will be evaluated to decide upon the degree they will be granted after completing the number of courses required by the School of Education.

The Staff Development Director will also serve as consultant to the adult education program directors in the organization and development of inservice training activities.

First Year:

During the first year, the Project started moving toward the intended goal by organizing Task Analysis and Job Restructuring Institutes in two educational regions. Simultaneously, administrators and supervisors of the different regions identified their training needs. Inservice training activities such as workshops and seminars were provided in all the educational regions (See Table V-1).

Although during this first year, the State University had little involvement in the training activities, the Project took the initial steps toward the establishment of a graduate program in adult education at the School of Education of the University of Puerto Rico. A proposal was written and presented to outstanding adult educators in a meeting held at the University of Puerto Rico. All of them made valuable recommendations for the improvement of the Proposal. It was revised following their suggestions and submitted to the first committee for study and approval.

Parallel to this effort the School of Education included in the summer program two courses specially designed for adult educators working at all levels.

The Puerto Rico Staff Development Project was also involved in intraregional activities. A group of Puerto Rican adult educators were provided a one-week internship at learning centers in New York and New Jersey. Upon returning, each one got involved in the development of inservice training activities.

TABLE V - 1

HOURS OF TRAINING PER PARTICIPANT AND TRAINING ACTIVITY

1972 - 73

Training Activity	No. of participants	Hours of training per participant	Total No. of hours of training
ABE Regional Workshops	174	30 hrs.	5,220
Task Analysis Workshop Humacao	17	18	306
Task Analysis San Juan	17	15	765
TOTAL	208		6,291

Average no. of hours of training - 30

Second Year:

Starting the second year of the Project, a new field coordinator was appointed and project objectives were designed to follow up on the activities started during the first year (see Table V-2). A third task analysis institute was conducted and a questionnaire was administered to the ABE, Work and Study Centers and Public Libraries staff.

The efforts during this year were mainly directed toward the identification of training needs and the involvement of the state university in the establishment of a graduate program in adult education for adult educators.

A most significant step taken during this period was the appointment of a part-time adult coordinator at the University of Puerto Rico. The coordinator helped move the proposal for an adult graduate program through various institutional organisms. It was approved by the curriculum committee, the faculty of the graduate school, the faculty of the College of Education and submitted to the Dean of Studies.

Six additional graduate courses were offered during the year in which some 99 participants enrolled. EPDA funds allocated at the university gave additional support to the proposed program.

A needs assessment survey of teacher competencies was conducted in coordination with the Center for Resource Development in Adult Basic Education of the University of Missouri in Kansas City. The instrument used was a Spanish translated modified version of the "Adult Basic Education Teacher Competency Inventory" developed. It consisted of 29 competencies identified as being appropriate for ABE program and instructional process in a sample of 57 teachers and 74 administrators.

TABLE V - 2

HOURS OF TRAINING PER PARTICIPANT AND TRAINING ACTIVITY

1973 - 74

Training Activity	No. of participants	Hours of training per participant	Total No. of Hours training
ABE Workshops San Juan	24	24	576
Ponce	64	18	1,152
Mayaguez	26	24	624
Humacao	21	28	588
Caguas	27	24	648
Arecibo	27	18	486
ABE Reading Seminar	10	6	60
Task Analysis Inst.	21	18	378
ABE Reading Seminer for Itinerant teachers	36	12	432
Seminar in Curriculum Dev.	12	12	144
Job Corps Demonstration Method Workshop	117	6	702
TOTAL	385		5,790

Average no. of hours of training - 15

The following recommendations were presented after a careful analysis of the computarized data / 1 .

1. Trainers and planners of ABE staff training activities, in planning inservice programs, should consider the following:

   a. The researcher believes that the ranked knowledges, behaviors and attitudes do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers. However, the priority list established by teachers should be used in preference to that established by administrators.

   b. More frequent training activities should be provided for all ABE teachers. This is not an easy task, particularly when the majority of teachers are employed only part-time in ABE. Possible solutions are frequent short-term (evening or one day weekend) workshops or seminars provided at the local level, at a physical location and time slot which is most accessible to teachers.

      Training activities which are centralized in San Juan must, by their very nature, exclude most of the part-time ABE teachers.

   c. Now that a priority order of appropriate competencies has been established, the next step should be an assessment of the competencies which teachers actually do or do not possess. The results of such an assessment, compared with the priorities established through this study, will yield specific data which will help staff development planners to provide the specific types of training needed by teachers.

   d. With reference to the focus of training activities, the development of appropriate attitudes should be considered of highest priority, with knowledges and behaviors of lesser priority, respectively. It is easiest, of course, to plan training that will transmit knowledge or train teachers in specialized behaviors. However, efforts must be made continually to deal with attitude development or attitudinal changes.

As it was recommended the results of this assessment were used in stating training priorities and in the selection of courses.

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1. Puerto Rico - ABE Teacher Competency Inventory. Final Report Center for Resource Development in Adult Education, School of Education, University of Missouri, Kansas City. September 1974.

Third Year:

After the second year, the Project was fully engaged in the development of training activities. All efforts were concentrated in the organization of training sessions for staff members of the various programs at different levels - from classroom teachers to administrators. Activities conducted included 8 workshops, 3 seminars, 2 conferences, 1 institute and 6 college courses (see Table V - 3).

During this year the project activities were indirectly affected by a reduction in State funds. ABE and ESL positions were reduced. Most newly appointed ABE teachers identified for the training sessions were suspended of their jobs. The ESL program was partially eliminated.

Nevertheless, most of the third year objectives were attained in whole or in part.

Based on the results of the UMKC competency inventory conducted in the second year, six additional college courses were offered at the University of Puerto Rico. All training activities were geared toward the development of those competencies ranked as high priorities in the inventory.

A major accomplishment of the third year was the approval of a $162,000 joint proposal for adult and vocational education. The grant, awarded from August 1974 to December 1975, provided funds for the expansion of the vocational and technical education offerings at the undergraduate level and the adult offerings of the graduate level. The University of Puerto Rico appointed two coordinators for the above mentioned programs and opened an office of adult and vocational education at the School of Education.

During the third year the School of Education offered the following courses for adult education students:

Education 511	Evaluation in Adult Education
Education 552	Adult Psychology

TABLE V - 3

1974 - 75

Hours of training per participant and training activity

Training Activity	No. of participants	Hours of training per participant	Total of hours of training
ABE - Workshop			
San Juan	32	18	576
Humacao	17	15	255
Mayaguez	22	18	396
Adult Study and Occupational Center	11	30	330
ESL Seminar	20	12	240
Secondary Education (Curriculum for the Year Round Extended Program	47	12	564
Evaluation Workshop	23	18	414
Proposal Writers Workshop	13	12	156
Workshop for Traffic Safety Trainers	24	12	288
Public Libraries Workshop	31	30	930
Total	240		4149

Average number of training hours per participant 18.

Education 567	Specialized Study
Education 553	Guidance in groups
Education 507	Education and the Social Order
Education 563	Statistics and its Application to Adult Education

The proposal for a Graduate Program is still in the process of study at the different institutional organisms. Participants who have already obtained the number of credits required for an M. A. degree will be awarded a degree in supervision and administration.

The University of Puerto Rico applied for additional funds to support this program. Along with this effort The School of Education of the University of Puerto Rico is applying for funds for a teacher training project at the undergraduate level. The proposal revision panel recommended full development of this proposal and if a grant is finally awarded, the project will commence January.

Another major objective attained during the third year was the establishment of the first teacher learning center in Puerto Rico. The center will meet the needs of all the teachers of the area providing them facilities, materials and the technical equipment necessary to carry out self training activities. The center will coordinate with the audiovisual technician of the school district of the area and the educational region to record lectures and other training activities that will be kept at the center. Coordination will also be maintained with the staff development director at the central office of the State Department of Education to keep track of new trends and approaches to teacher training.

It is significant to point out that besides the involvement of the University of Puerto Rico in the training activities, two other colleges of higher learning were involved-the Puerto Rico Jr. College and the Interamerican University.

The Puerto Rico Jr. College conducted a four-day workshop for 25 public librarians from all over the island and 6 librarians of the Job Corps Centers.

In an attempt to follow up on the students of the Upgrading Model City Residents, the staff development program placed 13 of them in a third year program at the Interamerican University. After this year they will continue studying at their own expenses with some financial aid provided by the college.

In addition to the activities developed for the staff of the adult program, the staff development coordinated training activities for other programs or agencies that requested services from the adult program. A group of traffic safety trainers of the Department of Public Works received training in the production of curriculum and methods and techniques for the teaching of adults. The Field Coordinator also served as resource person in a workshop in remedial teaching for supervisors of the Youth Corps Program.

Project Results:

A most significant result of this project was the incorporation of a full-time staff development director position into the adult education program. This implied that the program had been effective and was meeting the staff needs.

Another major result was the involvement of the University of Puerto Rico in the development of a graduate program in adult education. This effort represented the first real step in the establishment of an adult education program at the University of Puerto Rico. Also as a result of this Project, the staff of the adult program was exposed to various specialized-seminars and workshops. See Table V - 4 for evidence of the increased activity with the University of Puerto Rico.

One of these workshops - the ABE National Leadership Training in Evaluation - was sponsored by the University of Illinois. A second one - the Literacy Volunteers Workshop - conducted in the Virgin Islands was sponsored by Literacy Volunteers of America, Inc., Syracuse, N. Y.

The Staff Development Project also sponsored a proposal writers workshop in which staff members of the different programs of the State Department of Education participated. An immediate result of this workshop was the approval of a proposal written by the Staff Development Field Coordinator for Title VII funds to train administrators in charge of reading programs. In addition, she conducted a mini-workshop in proposal writing for a group of interns of Brooklyn College at the HEW Region II Office in New York City.

The Regional approach to this project made it possible for Puerto Rico to participate in two national projects and initiate relationships and coordination with various projects and individuals developing adult education programs throughout the nation.

The Staff Development Project afforded the University of Puerto Rico the opportunity to participate in the evaluation of the Maryland Adult Basic Education-Instructional Television Series. This series was used as an individualized course at the School of Education and for teacher training in short seminars.

Participation in this project gave the staff involved insight into the use of instructional television and developed interest in the production of similar programs in the Island.

The competency inventory adapted for Puerto Rico by the Center for Resource Development in ABE of the University of Missouri in Kansas City

TABLE V - 4

HOURS OF TRAINING IN COLLEGE COURSES PER YEAR

YEAR	No. of courses	No. of participants	Hrs. of training per participant	Total No. of hours of training
1972-73	2	16	90	1,440
1973-74	6	15	270	4,050
1974-75	6	12	270	3,240
TOTAL		43		8,730

Average no. of training hours in college courses 203.

was the first attempt to assess the competencies of the staff in the Department of Education. This study will be the basis for further assessments in the process of developing competency based teacher training. Evidence that staff development efforts became a major element in the adult education program in Puerto Rico is reflected in Table V - 5.

TABLE V - 5

Number of participants in Staff Development training activities per program and year

Program	1972 - 73	1973 - 74	1974 - 75
ABE	203	303*	156
WSL		25	22
Secondary Education			52
Job Corps		35	17
Center of Educ. Services			16
Curriculum	5	15	4
Public Libraries			24
Others**			32
Total	208	378	323

* Includes 100 participants in graduate courses.

** Workshop conducted for 24 traffic safety trainers of the Department of Public Works and participants in workshop activities from the Virgin Islands.

Chapter VI

THE VIRGIN ISLANDS

Introduction

The Staff Development Project has undergone several changes since its establishment in the Virgin Islands in 1972. The project has directed its efforts, goals and objectives toward serving the adult education staff in ways consistent with both personal and program growth.

Several objectives were accomplished in the past few years which will serve as a foundation to allow the Virgin Islands Staff Development Program to plan, coordinate and continually evaluate more substantial training for the adult education staff, training relevant to unique cultural and educational needs. To accomplish this task, the project called upon community agencies to share the commitment of providing quality training for the adult educators in the Virgin Islands.

The State Education Office in the Virgin Islands would like to extend a special thank you to the Montclair State College, Staff Development Project Office for its efforts, support and contributions. Their work reflected in the Adult Education Program of the Virgin Islands as well as other participating States in Region II (New York, New Jersey, and Puerto Rico) was of value to adult educators involved in both administrative and teaching capacities.

The overall design of the Staff Development Project Office in Montclair, New Jersey and its constituents widened the communication channels and made available information and resources to those in need of educational advice or those interested in keeping in touch with adult educators in other states.

The Adult Education Program planned and implemented workshops and activities essential to upgrading teaching skills, understanding adult learners and inculcating philosophies of Adult Education. As a result of training provided for administrators and teaching personnel, various positive factors were realized including:

(1) The entire adult education staff became more aware of policies governing the State Education Department Adult Education Program.

(2) Adult Education personnel became more conscious of their students' needs, motivations and interests.

(3) Professionals in other endeavors became more aware and sensitive to adult education, its purpose and philosophy in the Virgin Islands.

(4) Community agencies and/or other educational divisions became actual participants as well as sponsors of adult education activities.

(5) Student enrollment increased thereby reducing the dropout rate by 50%.

(6) Adult educators from various States or Islands were able to communicate, plan and work together to accomplish basic adult education goals and activities.

The Virgin Islands Staff Development Project, with its growing accumulation of both human and material resources gained strength in developing teachers and administrators confident of their abilities in the Adult Education Program as well as providing an opportunity to exhibit their newly acquired skills and knowledge for the benefit of themselves, their students and the community.

Historical Perspective

The priorities of the Staff Development Project covering the years 1972-1975 have been overlapping and somewhat restricted due to the process of implementation, the un-availability of human resources to the Virgin Islands and the lack of personnel in the position of Coordinator, Staff

Development Project during fiscal year 1973-1974.*

Although these barriers were quite effective in retarding the early phase of the staff development program, the Project took a turn for the better. In terms of increased community participation, current needs assessment of staff, and the use of innovative methods and techniques essential to training, the program developed to the level where educational training could be achieved to satisfy the participants, and in turn, their students. Listed below is an outline of objectives presented in the state plans for fiscal years 1972-1975.

A. *Major Objectives of Program*

Objectives of the highest priority presented by the Staff Development Project over the three-year period were as follows:

(1) To maintain a Teacher Resource Center for the benefit of all adult education personnel and professionals of other fields.

(2) To establish a Masters Degree Program in Adult, Vocational and Community Education at the College of the Virgin Islands.

(3) To provide during the year a minimum of six to ten hours of preservice and inservice training for adult education personnel, paraprofessional and volunteer tutors involved in the Adult Education Programs.

(4) To work cooperatively with the Action Programs, specifically Vista Volunteers in the Virgin Islands by (a) providing professional training in adult basic education and preparing Volunteers to act as tutors in local institutions and (b) utilizing Vista agents to conduct a survey of adult needs in the Virgin Islands community, specifically to measure the literacy level.

(5) To collaborate training programs by working with the College of the Virgin Islands Cooperative Extension Service to provide several consumer education seminars during the year for Adult Education personnel.

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*In 1972 when the HEW Region II Staff Development Project started, there was one half-time position for Adult Education in the Virgin Islands State Department of Education. With careful planning and support of the government of the Virgin Islands and Regional Staff Development Project Staff by 1974 a full-time State Director for Adult Education was hired and in August, 1975, the position of Field Coordinator for Staff Development was approved and institutionalized by the Governor of the Virgin Islands. Thus, two full-time State Department Adult educators were now available to serve Adult Education Programs and services in the Islands.

(6) To maintain close working relationships with the College of the Virgin Islands through implementation of courses in Adult Education, leading to a certificate in Adult Education, as sponsored by the College of the Virgin Islands and/or the Board of Education.

B. *Major Results of Program Objectives*

In direct proportion to the objectives mentioned in Section A, the status of each objective is as follows:

(1) Teacher Resource Center has been established on the Island of St. Croix, to accommodate training material for adult education personnel who are trying to upgrade their skills in various areas. The Resource Center is presently being maintained for long-term use.

(2) A team from the Vocational Education Program is presently revamping and re-establishing priorities in order to present to the board of education a proposal to establish a Masters Degree Program at the College of the Virgin Islands, under the curriculum of Adult and Vocational Education.

(3) The Staff Development Project has provided 55 hours of training to Adult Education personnel in the Virgin Islands from November 1974 to June, 1975. Vista Volunteers, under the auspices of Action Agency, has received training - approximately 45 hours (3 weeks, 3 hours a day) in adult basic education skills.

(4) Vista Volunteers have been engaged in (a) providing tutoring to the Queen Louise Home for the Aged (clients and staff) and the Lucinda Millin Home (both institutions are privately operated). Tutoring in basic skills is also being arranged for adult basic education students in the school and in their homes. Vista Volunteers have been (b) conducting a community-wide survey to determine the percent of illiterates in the community, especially persons functioning below the 5th grade level. (3) Vista Volunteers are assigned to the Adult Education Program in the roles of basic skills tutors and counselor's assistants.

(5) Program leaders from the College of the Virgin Islands Extension Program have been contacted and meetings have been set up to coordinate three workshops on consumer education for the benefit of adult education staff. The consumer education workshops would provide teachers with additional skills to ensure that the students are able to understand and cope with the current trends in consumer buying.

(6) A proposal has been written to establish a certificate of competency in adult education. This certificate is presently being reviewed before submission to the board of education. The certificate, based on College courses if approved, will be the determining factor in hiring adult education teachers in the future. Continuing Education units are being considered as a variable means of obtaining this certificate.

C. *Future Directions*

The Staff Development Project during 1974-75 was flexible in both its planning and implementation stages.

Plans were made to utilize a task force to assist in the training of incoming teachers as well as teachers working in the program for several years. This task force will consist of four or five experienced adult education practitioners. These individuals have agreed to participate in this endeavor. Due to the fact that the Virgin Islands Adult Education Program was extended to serve three Islands (St. John, St. Croix, St. Thomas), it became essential to meet the demand for inservice training and to act as a human resource simultaneously. The task force will assist in providing adult education information or services as necessary.

Inservice training will be conducted in the form of workshops or seminars. Ropics will be developed based upon the results of on-site monitoring activities, teachers' suggestions and the University of Missouri-Kansas City teacher-competency study.

This study was conducted in the Virgin Islands during fiscal year 1974-1975. The study has presented research findings which will prove helpful in facilitating workshops and seminars. The recommendations will be analyzed and, if pertenent, included in the Staff Development Plan for next year.

OBJECTIVES

1. *First Year (1972-1973)*

   (a) To develop leadership in the Career Staff Development Training Programs.

   (b) To provide close supervision and monitoring for successful operation of training programs.

   (c) To provide over-all supervision to be certain the Virgin Islands plan is consistent with the over-all Regional Plan.

   (d) To identify needs and to develop highly effective training programs for teachers of adults, including pre- and in-service materials.

   (e) To develop specific training activities which coordinate with training activities set by the Region II Career Staff Development Program.

   (f) To develop effective programming in Adult Education.

   (g) To provide training for para-professionals.

   (h) To create continuous resources for Adult Education in the Islands, through programs at the College of the Virgin Islands.

2. *Second Year (1973-1974)*

   Objectives were not defined nor acted upon due to unavailability of staff in the position of Coordinator-Staff Development Project.

3. *Third Year (1974-1975)*

   (a) To develop a workshop based upon the concepts of androgogy verses pegagogy.

   (b) To develop training modules which contain objectives, media, and expected students behaviors which may be utilized by adult education teachers-in-charge when the need for training arises.

   (c) To train selected adult education personnel in the 180 hour program leading to the high school equivalency diploma.

   (d) To provide a continuation of training for staff members interested in becoming Reading Laboratory Specialists--to operate various learning machines in lab.

   (e) To conduct a workshop in Reading Diagnosis Skills.

   (f) To provide graduate extension courses in "Psychology of the Adult Learner."

(g) To conduct a workshop in teaching English as a Second Language to speakers of other languages.

(h) To begin pilot class (individual tutoring) for clients in the Queen Louise Home for the Aged and the Lucinda Millin Home.

(i) To continue efforts of task analysis team which was started in 1972-1973.

RESULTS OF PROJECT OBJECTIVES

(1972-1973) Narrative

The proposed objectives indicated in the 1972-1973 Staff Development State Plan were established to develop competent teachers within the Virgin Islands Adult Education Programs. The assessment of each of these objectives would be quite redundant to analyze since many of the goals and objectives in the 1972-1973 fiscal year were carried over to the second and third project years.

To cite a few accomplishments, staff were able to upgrade their positions in the Adult Education Program, to attain positions of counselors and teachers-in-charge. This was made possible due to workshops and seminars sponsored for the adult education personnel and above average work in the adult education program. Close supervision was also maintained to provide assistance at various levels of staff assignments.

Of course, certain objectives (cited in the 1972 State Plan) such as providing close supervision and monitoring for successful operation of the training programs would be an on-going need to insure quality educational skills for teachers and a higher standard of teaching in all adult education programs.

(1973-1974) Narrative

The Coordinator of Staff Development for fiscal year 1973-1974 was not identified by the administrative staff in the Department of Education. Consequently, no statistical information was available during that time period.

(1974-1975) Narrative

The State Plan for fiscal year 1974-1975 depicted the needs identified during the first and second year of the project involvement in the United States Virgin Islands' Adult Education Program.

Various innovative teaching approaches established throughout the United States have been a milestone to better quality teaching and increase learning in the Virgin Islands' Adult Education Programs. The project in its last year directed its strengths toward meeting the direct needs of teachers who indicated desires to acquire adult basic education teaching skills. The purchase of updated equipment and materials allowed the program to progress to a point where teachers not only improved their output, but produced records of adult education students to verify that they were obtaining skills at a faster pace than ever before in the Islands.

Although several specific objectives were outlined in the State Plan for 1974-1975, additional objectives were met in keeping with the program's desire to involve the community. The objectives stated in the third year plan were designed to decrease the role of the traditional teacher as a lecturer and increase the role to accommodate innovative teaching skills--to match the complex, industrialized world of today. Consequently, interest, motivation, and personal development were and will continue to be the goal of the students participating in Adult Education Programs in the Virgin Islands.

ADULT EDUCATION WORKSHOPS AND COOPERATIVE EFFORTS WITH OTHER 309 PROJECTS

Three 309(c)workshops were conducted in the Virgin Islands at no cost to the Adult Education Program. Workshops sponsored and conducted under the 309(c) grants were as follows:

(1) Literacy Volunteers of America - St. Thomas, Virgin Islands.

(2) Evaluation of Adult Basic Education Programs - University of Illinois-Puerto Rico-Virgin Islands.

(3) Teacher Training Tapes - University of Maryland - St. Thomas, Virgin Islands.

The sponsorship of these workshops greatly enhanced the expertise and competencies of the Adult Education staff. The Virgin Islands Adult Education Program participated in the University of Missouri, Kansas City Teacher Competency Inventory Study, which acted as a supplementary guide in planning teacher training workshops (see Table VI-1).

Data in Table VI-1 presents the program break down in terms of activities which were scheduled during the past year. Other activities occurred based upon the needs and direction of the program's growth.

Implementations, based on information in Table VI-1, indicate that various activities are necessary through any given year to insure that personnel become well equipped to act as competent adult educators.

Each workshop presented in the 1974-1975 fiscal year was equipped with a complete modular packet for the convenience of teachers or administrators who wanted to review or conduct a similar workshop. The format followed in pre-service and in-service training included the following instructional sequence:

1. Objectives
2. Pre-test
3. Instruction
4. Appropriate and Analogous Practice
5. Post-test
6. Evaluation of Objectives

Table VI-1 presents information relevant to each staff development training activity conducted during 1974-1975.

TABLE VI-1

WORKSHOPS/SEMINARS FISCAL YEAR 1974-1975

Inservice Training	Number of Participants M	F	Racial Ethnic	Adult Education Position	Number of Hours of Training
Literacy Volunteers of America (309(c)	3	7	Blacks (7) Puerto Ricans (3)	2-Teachers in Charge 1-Counselor 3-Administrators 4-ABE Teachers	14
The Adult Learner (Adult Basic Education) V.I. Staff Development Project	9	15	Whites (1) Blacks (21) Puerto Ricans (2)	3-Teachers in Charge 3-Counselors 18-Teachers	6
Evaluation of ABE Programs University of Illinois (309(c)	3	4	Blacks (7)	2-Teachers 2-Voc. Ed. States Directors 3-Adult Education Administrators	17
University of Maryland State Department of Education Teacher-Training Tapes (309(c)	4	4	Blacks (8)	6-Administrators 2-Teachers	3
Instructional Materials ABE and Curriculum Planning-V.I. Staff Development Project Office	7	16	Blacks (21) Puerto Ricans (2)	3-Teachers in Charge 3-Counselors 17-ABE Teachers	4
Proposal Workshop Staff Development Project	11	5	Blacks (16)	2-Teachers in Charge 3-Counselors 6-Teachers-ACE 2-Voc. E. Staff 2-Secondary Education Staff 1-Vista Volunteer Staff	21
Financial Management V.I. Staff Development Project	5	1	Blacks (6)	3-Teachers in Charge 2-Counselors 1-Teacher-ACE	7
Vista Volunteer Training (Summer Project	1	15	White (1)	11-Tutors 5-Community Surveyors	45
TOTAL	43	67	= 110		

A. *Workshop I* *Literacy Volunteers of America*

This workshop was sponsored by Literacy Volunteers of America, Inc., and conducted in the Virgin Islands on November 12, 13, and 14th.

Participants: 10 Hours of Training: 14 hours

Objectives

1. To develop skills in evaluating for placement, diagnosis and achievement.
2. To provide skills in using four methods of reading instruction.
3. To develop skills in planning an instructional lesson.
4. To become sensitive to the needs of the non-reader.
5. To familiarize ABE teachers and administrators with a compact tutorial reading program.

B. *Workshop II* *The Adult Learner*

The session dealing with the adult learner was conducted on the Islands of St. Thomas and St. Croix on December 7 and December 14th, respectively. All ABE teachers and counselors attended and participated. This workshop marked a difference in teachers' attitude in respect to their job and their students.

Participants: 24 Hours of Training: 6 hours

Objectives

1. The teacher will be able to list several characteristics of the adult learner.
2. The teacher will be able to define techniques for coping with various characteristics.
3. The teacher will be able to explore strategies that will help hesitant adults to participate in activities.
4. The teacher will be able to list several philosophies of personality development of the adult learner.

C. *Workshop III* *Evaluation of Adult Basic Education Programs*

This training session was conducted in Puerto Rico on December 16, 17 and 18th. Teachers and administrators from St. Thomas, St. Croix and Puerto Rico attended. Over the three day period, all participants cooperated immensely in all activities and again made a bond for more communication in the field of adult education.

Participants from Virgin Islands: 7 Hours of Training: 17

Objectives: The teachers and administrators were able:

1. To analyze techniques of evaluating an ABE program according to the purpose desired.
2. To develop an evaluation form with specified factors relating to evaluating personnel.
3. To define various types of evaluation and methods of interpretation.
4. To examine ABE program goals, planning process, and product.
5. To observe and duplicate, with adjustment, a system for a continual evaluation process in ABE programs.

D. *Workshop IV* *ITV-Teacher Training Tapes - University of Maryland*

The training activity conducted for the local adult educators was the University of Maryland - ITV teacher training tapes in St. Thomas on January 18, 1975.

Several administrators from the adult education program as well as the Dean of Continuing Education, College of the Virgin Islands were invited to view the tapes and to consider their use in the Virgin Islands.

Participants: 8 Hours of Training: 3 hours

Objectives

1. To demonstrate select teacher-training tapes for preview and discussion.
2. To inform teachers and administrators on the background of the Maryland ITV Project.

3. To demonstrate technical use of the video-tape recorder system, allowing participants to operate recorder unit.

4. To discuss and list several uses of the teacher-training tapes as they relate to the needs of the Virgin Islands adult education program.

E. *Workshop V* *Instructional Materials and the Adult Basic Education Program Curriculum*

This workshop involved all ABE adult educators in the Virgin Islands who were interested in developing an ABE curriculum in adult education. Important was the need to synchronize the type of lessons taught, materials used and policies used in the program. Needless to say, this session was most productive since it was the first time in the Virgin Islands' history that adult basic education teachers met to develop a needed product for the benefit of the adult education program. The overall purpose of this workshop was to enable teachers to determine goals and establish objectives for each subject area and to define the competencies required to work toward making them achievable goals. There was a follow-up task force which developed a formal curriculum for the ABE program. Each incoming ABE teacher will receive an outline of the curriculum. ABE teachers from both Islands (St. Croix and St. Thomas) met for this workshop.

Participants: 23 Hours of Training: 4 hours

Objectives

1. To discuss and analyze various problems encountered in the ABE classroom and provide solution for them.

2. To review the characteristics of the adult learner and ABE objectives.

3. To enable teachers to analyze the characteristics of ABE instructional materials.

4. To provide work problems for sub-groups and solution discussion (buzz groups).

5. To develop a task force to establish and coordinate a syllabus suitable for ABE teachers which can be utilized in the entire adult education program.

F. *Workshop VI* *Proposal Writing*

The workshop on Proposal Writing was geared towards the need of administrators in the adult education programs. The staff became aware of financial aid which could be acquired from the federal govenement, based upon the eligibility of the programs. To determine the status of the adult education program and its needs, the staff requested a workshop in proposal writing. It was felt that the knowledge in this area would upgrade the administrative skills of evening school personnel and provide them with skills or the tools to acquire funds based upon needs in the program. The Associate Director, Staff Development Project, Montclair State College, conducted a three-day seminar in proposal writing. Sessions were held on February 8, 1975, March 14-15, 1975. As a follow-up to these sessions, proposals were written for future use in the Virgin Islands Staff Development Project.

Participants: 16 Hours of Training: 21

Objectives

1. To provide teachers with skills to write proposals in a satisfactory manner for the overall expansion of the program.
2. To examine research skills in developing proposals.
3. To evaluate skills taught and used in developing narratives and structure of a budget.
4. To observe an entire budget and analyze each segment for understanding purposes.
5. To become familiar with resources to fulfill all requirements of RFPs.

G. *Workshop VII* *Financial Management*

Financial Management in Adult Education has become a needed skill in order to fulfill operational plans for all financial statements in the Adult Education Programs. A public accountant conducted this workshop session at no cost to the Staff Development Project. This accountant donated his time as he realized the value of management skills in all administrative positions.

Participants: 6 Hours of Training: 7 hours

Objectives

1. To define general aspects of financial management in an educational system.
2. To become familiar with a budget format and its purpose.
3. To prepare a budget and understand all steps and procedures leading to a complete budget.
4. To discuss case studies in budgeting.

H. *Workshop VIII* *Vista Volunteer Training Adult Basic Education (summer Project)*

Eleven Vista Volunteers were involved in learning adult basic education skills with the intention of providing individual tutoring to persons functioning below the 5th grade level. The training outline included skills/knowledge in the adult learner's characteristics, their background, interests and motivations. Knowledge of specific teaching skills were emphasized. Areas such as handwriting, basic mathematics and basic reading skills were the main ingredients of the session. The Literacy Volunteer program and Maryland teacher training tapes were used to set proficiency in teacher training skills. Since these volunteers had no previous background in education, the 45 hours spent in training (15 days x 3 hours per day) were quite justified. The exploration paid in dividends inasmuch as the cost of maintaining the volunteers were borne by Vista Agency. This activity set a precedent for future training of Vista Volunteers involved in adult education. As a follow-up to training, the volunteer provided individual tutoring to two homes for the aged in the Virgin Islands.

Participants: 11 Hours of Training: 45

Objectives

1. To teach basic principles of adult education in the Virgin Islands.
2. To teach adult learners' characteristics and problems encountered by adult learners.

3. To teach basic skills in handwriting, reading and mathematics.
4. To discuss entire adult education program and its philosophy.
5. To familiarize Volunteers with organizational structure of the Adult Education Program in the Virgin Islands.

OTHER ACTIVITIES SPONSORED BY THE VIRGIN ISLANDS STAFF DEVELOPMENT PROJECT

Aside from planning, developing and coordinating teacher training activities, the Coordinator of the Virgin Islands Staff Development Project participated in many functions during the last project year.

There was a strong desire in adult education to forego the staunch, individualistic approach to education and extend services to all community agencies able to plan, coordinate and interrelate in the future plans of adult education. This trend to collaborative services was most effective in increasing the public's awareness of adult education and its purpose in the community.

Assistance to the Staff Development Project was given by individuals and agencies during the life of the project. Individuals and facilities have been instrumental in the development of the Adult Education Program and will continue to be a very important link between the community and the Department of Education.

SUMMARY OF STAFF DEVELOPMENT ACTIVITIES

The Coordinator established a schedule to observe teachers in ABE classes as a follow-up technique to workshops sponsored during the year. Visits were made to Puerto Rico to collaborate on various issues of staff development as well as to observe the Teacher Resource Center newly established in Ponce.

Other conferences were attended which helped to enhance the quality of the Staff Development Program such as: Vista Volunteer Conference, and the Reading Diagnostic Workshop.

Meetings and conferences were distributed throughout the year which included the setting up of an adult education advisory council, several Department of Education administrative meetings (the first Monday of each month) and adult education administrative staff meetings.

The summary indicated several activities conducted each month during the last project year. This list of activities by no means covered all the detailed assignments which went into setting up a flexible Staff Development Program, but is demonstrated to present to the reader activities other than workshops and seminars.

RESULTS OF EXTERNAL EVALUATIONS

Needs assessments of the entire Adult Education Program were provided utilizing an instrument developed by the University of Missouri-Kansas City. Procedures used to facilitate the results of the assessment included the distribution and collection of the instrument which were given to all teachers involved in the Virgin Islands Adult Education Program. The results identified several instructional areas which should be included in the teacher training process during the next fiscal year. The details of this study have been prepared in a separate report entitled: Adult Basic Education Teacher Competency Inventory.

CONCLUSIONS/RECOMMENDATIONS

The Virgin Islands Staff Development Project in its last year set various priorities as determined by the needs and interests of the adult education staff. Several priorities were developed as follows:

(a) To provide on-site visits to adult education programs on all three Islands to give technical assistance to staff involved in the staff development process.

(b) To utilize a task force of local adult educators who will provide teacher training functions.

(c) To provide teacher training in adult basic education to Vista Volunteers who have been assigned to work specifically with the adult education program.

(d) To establish seminars for GED instructors.

(e) To continue efforts with the College of the Virgin Islands to develop a certificate in Adult Education.

(f) To collaborate efforts with the Department of Vocational Education to establish a masters degree program at the College of the Virgin Islands under the curriculum of Adult and Vocational Education.

(g) To maintain professional libraries for Adult Education staff through cooperation with local public libraries in St. Croix and the library at the College of the Virgin Islands.

(h) To continue to work cooperatively with the Vista program in the Virgin Islands by (1) providing professional training in Adult Education for Vista Volunteer and (2) utilizing Vistas to tutor in private institutions and in homes, (3) and in the Adult Continuing program as counselor's assistants.

(i) To work closely with the College of the Virgin Islands Extension Services to provide consumer education seminars for teachers in the adult education program.

Recommendations for continued progress in staff development included the provision of funds earmarked specifically for staff development training to insure the constant upgrading of skills for all adult education personnel. This direction would afford a constant move toward planned, quality education and innovativeness.

It is also recommended that the Staff Development Program develop concrete means of evaluating the effectiveness of workshops and seminars.

Although one course was conducted at the College of the Virgin Islands on ABE: Teaching the Adult, the Virgin Islands Staff Development office was attempting to develop on-going adult education courses at the College or investigate the possibility of utilizing credits from other Universities or colleges off the Island.

Training strategies will be established to provide for a career ladder system for personnel wishing to advance their present status.

Of course, competency-based certification would be a long-range staff development goal, based upon the approval of the Board of Education. The groundwork for this certification was formed, but the complete process will take a great deal of time to accomplish.

CHAPTER VII

SUMMARY

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In spite of the frustrations and obstacles associated with any large-scale effort to effect change in such a diversified environment as Region II, the Region II Staff Development Project has had an impact that should be long lasting. Substantive change occurred in ideas, attitudes and practices. Staff development efforts in Region II are more sophisticated in 1975 than they were in 1972. Part of this change can be attributed to the Project. Evidence of Project impact included:

- An increased commitment in New Jersey, New York, Puerto Rico and the Virgin Islands to staff development as an ongoing responsibility of the state department.

  A strengthened system of intra-regional communication between the respective state department adult education staffs as well as improved communication systems for practitioners such as the "Hot Line" in New Jersey.

- A recognized leadership role in competency-based teacher education as applied to ABE as evidenced by such efforts as the four certification task forces established in New Jersey and the Task Analysis training in all four states.

- Structural changes in the state departments of education in Puerto Rico and the Virgin Islands that resulted in the establishment of full-time coordinators of staff development including responsibility for the coordination of special projects.

- Increased cooperation between New Jersey and Puerto Rico and their respective state universities resulting in the expansion and/or establishment of graduate programs in adult education.

RECOMMENDATIONS

Although not required by USOE, the Project has identified a few recommendations of a universal nature that it believes merits consideration.

1. Future USOE efforts of a regional nature should be more flexible in design to accommodate the diverse nature of the various regions.

2. The greatest need for state departments was for a regular system of information sharing and dissemination. Although staff development was the raison d'etre from the day the Project commenced to the day it terminated in Region II, there was an ever increasing demand to know more of what was happening elsewhere across the spectrum of adult education.

3. Future planning for the National Adult Education Clearinghouse and other special projects should consider thoroughly the strengths and weaknesses of the staff development projects and seek guidance from what was accomplished and not accomplished.

4. Although it is too early to assess the impact of the Congressional decision to allow states, rather than USOE, to award special project and teacher training funds, it is safe to predict that there will be less rather than more information sharing and dissemination. It is recommended that USOE and the states seek amendments to the legislation with appropriate funds to re-establish regional entities that are complementary to the regional offices but removed

from the bureaucratic limitations of USOE. These entities could be funded on a very modest scale to provide many of the services provided by the regional projects but without the specific focus of staff development.